ED 016 805 08 VT 003 224

PILOT TRAINING PROJECT, BASED ON DIRECTED OCCUPATIONAL EXPERIENCE FOR TEACHERS OF MARKETING AND DISTRIBUTION.

BY- MEYER, WARREN G.
MINNESOTA UNIV., MINNEAPOLIS, COLL. OF EDUCATION

REPORT NUMBER BR-6-1594 PUB DATE 30 JUN 67
GRANT OEG-3-6-061594-0680
EDRS PRICE MF-$0.75 HC-$6.04 149P.

DESCRIPTORS- PILOT PROJECTS, *INSERVICE TEACHER EDUCATION, SUMMER INSTITUTES, *WORK STUDY PROGRAMS, DISTRIBUTIVE EDUCATION TEACHERS, PROGRAM DESCRIPTIONS, *DISTRIBUTIVE EDUCATION, PROGRAM EVALUATION, RECORDS (FORMS), FOLLOWUP STUDIES,

THIRTY PREEMPLOYMENT, HIGH SCHOOL, AND POST-HIGH SCHOOL DISTRIBUTIVE EDUCATION TEACHERS FROM FIVE STATES PARTICIPATED IN A 7-WEEK OCCUPATIONAL EXPERIENCE TRAINING PROJECT TO UPDATE AND EXTEND THEIR KNOWLEDGE OF OCCUPATIONAL FIELDS, TO IMPROVE THEIR TEACHING COMPETENCIES, AND TO PREPARE INSTRUCTIONAL MATERIALS. AN INTRODUCTION TO RELEVANT RESEARCH AND THEORY, INSTRUCTION IN OBSERVING JOB SITUATIONS AND DEVELOPING CURRICULUM MATERIALS AND A PRETEST ON MARKETING FUNCTIONS WERE PRESENTED DURING THE FIRST WEEK. DURING 4 WEEKS EACH TEACHER SPENT TWO 8-DAY PERIODS IN TWO DIFFERENT FIRMS. EACH COMPLETED JOB ANALYSIS FORMS, WROTE CRITICAL INCIDENTS OF EFFECTIVE AND INEFFECTIVE BEHAVIOR AND JOB DESCRIPTIONS, AND IDENTIFIED PROBLEMS AND WORK COMPETENCIES. IN SEMINARS HELD EACH FRIDAY, GROUPS IDENTIFIED INSTRUCTIONAL OBJECTIVES AND TECHNICAL, OCCUPATIONAL ADJUSTMENT, AND CAREER DEVELOPMENT COMPETENCIES. IN THE FINAL WEEKS, ACTIVITIES, MATERIALS, AND PROJECTS FOR USE IN TEACHING WERE DEVELOPED. EACH PARTICIPANT COMPLETED AN EVALUATION FORM AND A POST TEST IN MARKETING FUNCTIONS. SOME CONCLUSIONS WERE -- (1) PARTICIPANTS IMPROVED THEIR KNOWLEDGE OF MARKETING FUNCTIONS AND WERE BETTER ABLE TO COMMUNICATE A PRACTICAL UNDERSTANDING AND TO PLAN VOCATIONAL LEARNING ACTIVITIES IN THEIR TEACHING, (2) THEY WERE ABLE TO IDENTIFY AND COMMUNICATE THE PSYCHOLOGICAL AND SOCIOLOGICAL DIMENSIONS OF A JOB, (3) EXCELLENT RAPPORT WAS ESTABLISHED BETWEEN THE BUSINESS COMMUNITY AND THE DISTRIBUTIVE EDUCATION PROGRAM, AND (4) PERIODIC DIRECTED OCCUPATIONAL EXPERIENCES SHOULD BE PROVIDED FOR DISTRIBUTIVE EDUCATION PERSONNEL. SAMPLE FORMS AND LETTERS ARE INCLUDED. (MM)

BR 6-1594
PA 08

ED016805

PILOT TRAINING PROJECT

Based on Directed Occupational Experience for Teachers of Marketing and Distribution

Warren G. Meyer, Principal Investigator

Office of Education Grant No. OEG-3-6-061594-0680

The Vocational Act of 1963. P.L. 88-210 Sec. 4 (C)

University of Minnesota

College of Education

June 30, 1967

The Project Reported Herein Was
Supported by a Grant from the

U.S. Department of Health, Education, and Welfare

Office of Education

Bureau of Research

Division of Adult and Vocational Research

VT003224

PROJECT DIRECTOR

Warren G. Meyer, Associate Professor Distributive Education

STAFF

Dr. Wesley Tennyson, Associate Professor Educational Psychology

Dr. Cyril Hoyt, Associate Professor Educational Psychology

Mr. Richard Ashmun, Instructor Distributive Education

Miss Mary Klaurens, Instructor Distributive Education

Resource Speakers from:
- Distribution
- Psychology
- Industrial Relations
- Education
- U. S. Employment Service
- U. S. Office of Education

APPLICATION PROCEDURES

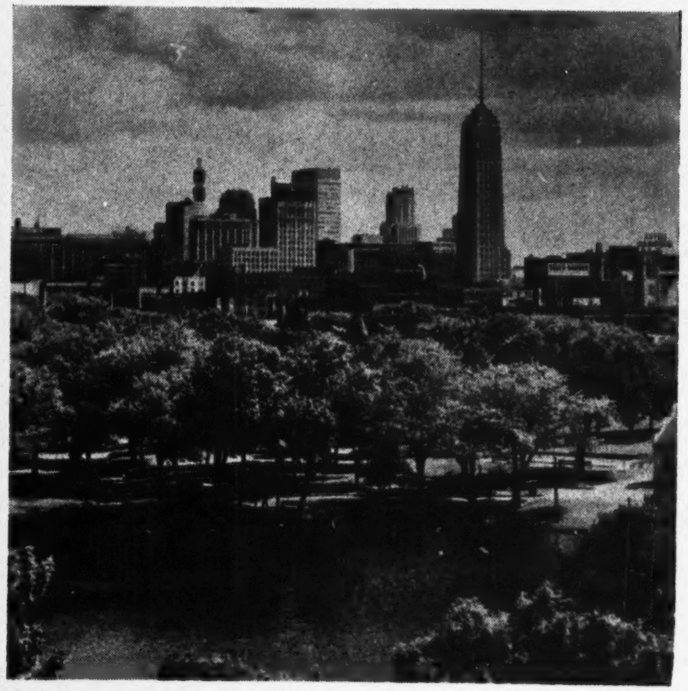
Completed application forms must be returned no later than April 15 to:

Distributive Education
College of Education
115 Burton Hall
University of Minnesota
Minneapolis, Minnesota
55455

Applicants who have been selected to participate in the project will be notified by May 15, 1966.

the TWIN CITIES—

AN AREA OF ECONOMIC AND EDUCATIONAL GROWTH



Minneapolis Skyline

The University of Minnesota is located on the banks of the Mississippi River between the cities of Minneapolis and St. Paul. The business districts of the Metropolitan area (one and one-half million people) provide a natural laboratory for Distributive Education. Large, progressive retail stores, national wholesale organizations, regional and state governmental offices and scores of trade associations headquarters offer many opportunities for studying distribution first hand.

UNIVERSITY
OF
MINNESOTA
DISTRIBUTIVE EDUCATION

Under Contract With the
U. S. Office of Education

OFFERS A

PILOT TRAINING PROJECT BASED ON DIRECTED OCCUPATIONAL EXPERIENCE FOR TEACHERS OF MARKETING AND DISTRIBUTION

June 13 to July 22, 1966

TO CONTRIBUTE TO

- Improvement of Instruction
- Guidance in Distribution
- New Curriculum Materials
- Professional Growth of Teachers

OPPORTUNITY FOR TEACHERS OF DISTRIBUTION AND MARKETING

You have probably wished many times that you could obtain additional occupational experience that would help you improve the occupational training that you give your students. Perhaps your previous experience was a long time ago, or was limited to a type of distribution that is only partially related to the occupations for which you prepare young people. Did you have the opportunity to study a total business operation and the problems of management? The University of Minnesota, in cooperation with the U. S. Office of Education, is offering a six-week training program which will give the participants the recency, variety and quality of occupational experience that would contribute to effective teaching and program administration.

SCHEDULE

June 13 to June 18

Orientation and Seminars

June 20 to July 1

Directed Occupational Experiences in Training Station No. 1

- Observations
- Interviews
- Job Analyses
- Job Performances
- Seminars on Fridays

July 5 to July 15

Training Station No. 2

July 18 to July 22

Evaluation and Seminars to Develop Curriculum Materials

ELIGIBILITY

Participants must:

Be employed as teachers or teacher-coordinators of distributive education in public schools at the high school or post–high school level.

Indicate an interest in, and a willingness to participate in the development of curriculum materials.

Have evidence of a need for directed occupational experience, based on the recency, variety and quality of previous experiences.

Be recommended by the State Supervisor or Teacher-Educator for Distributive Education in your state.

Make a tentative commitment to participate in Phase II of the project (a second project on Guidance and Career Development is planned for 1967).

SELECTION

Participants will be selected from among the applicants as follows:

Iowa	3	to include	10 Preparatory Teachers 10 Cooperative Teacher-Coordinators 10 Post-high Teachers
North Dakota	3		
South Dakota	3		
Wisconsin	3		
Minnesota	18		

CREDIT

Participants who wish to register in the Graduate School of the University of Minnesota may receive nine graduate quarter-credits. Others may register as adult special students. In addition to sending the application for the workshop, those wishing to enroll for graduate credit must apply for admission to the Graduate School. This application form may be secured from the Dean of the Graduate School, Room 322, Johnston Hall, University of Minnesota, Minneapolis, Minn. 55455. It must be filed in that division, accompanied by an official transcript of all previous graduate and undergraduate work, no later than one month before the opening of the workshop.

STIPENDS

Stipends of $75 per week plus $15 per week for each dependent will be paid to participants, plus one round-trip mileage allowance from the participant's home. Excellent dormitory accommodations are available on the campus, or participants may find suitable off-campus housing. There will not be a charge for tuition but participants will pay a $11 incidental fee.

RESPONSIBILITY OF PARTICIPANTS

Participants will be expected to contribute to the development of curriculum materials and to the evaluation of the directed occupational experience. The evaluation will consist of self-report questionnaires on outcomes of the training project and follow-up reports for the 1967 school year.

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

PILOT TRAINING PROJECT

Based on Directed Occupational Experience for Teachers of Marketing and Distribution

Warren G. Meyer, Principal Investigator

Office of Education Grant No. OEG-3-6-061594-0680

The Vocational Act of 1963. P.L. 88-210 Sec. 4 (C)

University of Minnesota

College of Education

June 30, 1967

The Project Reported Herein Was
Supported by a Grant from the

U.S. Department of Health, Education, and Welfare

Office of Education

Bureau of Research

Division of Adult and Vocational Research

Preface

The staff for the "Pilot Training Project Based on Directed Occupational Experience for Teachers of Marketing and Distribution" has prepared this final report as evidence of the value of this project to the staff members who conducted the project, to the participants who were enrolled in the project, and to the program of teacher-education for Distributive Education. In the report an effort is made to provide guidelines for replicating the project, or parts of it, as well as to evaluate this project in terms of the objectives set for it. In addition to the immediate benefits to the participants and to the teacher-education program, the project contributed to identifying and clarifying problems for future investigation and study.

The Distributive Education Teacher-Education Program in the College of Education at the University of Minnesota is indebted to the staff members for their assistance in conducting the project and to the participants for their dedication working toward the objectives. Special appreciation is extended to the distributive business firms in the Twin City Area for their contribution of occupational experience for the participants.

The following people are to be commended for their excellent work in planning, conducting, and reporting this project.

Instructional Staff

Richard D. Ashmun, Assistant Professor in Distributive Education
Mary K. Klaurens, Instructor in Distributive Education
W. Wesley Tennyson, Associate Professor in Educational Psychology

Consultant on Evaluation

Cyril Hoyt, Professor of Educational Psychology

Graduate Assistants

William Warner
Ronald Haar
Richard Young
LeRoy Goodenough

Clerical Staff

Kay Dressler
Gail Gildemeister

Warren G. Meyer
Project Director

Front Row (Left to Right)

Shirley Grossman, Shakopee, Minn.
Glenn McDougall, Sioux Falls, So. Dak.
Harriet Shurr, Jamestown, No. Dak.
Jerome Boyer, Wadena, Minn.
Mary Klaurens, Project Staff

Row Two

Clinton Kasma, Little Falls, Minn.
James Houstman, Washington, Iowa
Melvin Buck, Aberdeen, No. Dak.
James Overturf, Ames, Iowa
John Schleisman, McFarland, Wisc.
Donald Kohns, Alexandria, Minn.

Row Three

Ellsworth Holm, Alexandria, Minn.
Ronald Sem, Brainerd, Minn.
Ronald Davy, Minot, No. Dak.
Robert Crose, Anoka, Minn.
James Miner, Rochester, Minn.
Dave Schroeder, Robbinsdale, Minn.
Daniel Kocer, Huron, So. Dak.
William Warner, Project Staff

Row Four

Patricia Brunsberg, Minneapolis, Minn.
James Stolhanske, Hopkins, Minn.
John Kobe, Mankato, Minn.
Richard Ashmun, Project Staff

Row Five

Carroll Vomhof, Worthington, Minn.
Clifford Helling, New Hope, Minn.
Dean Morton, LaCrosse, Wisc.
Gary Poorman, Austin, Minn.
Dale Furst, Humboldt, Iowa

Row Six

Charles Mann, Wayzata, Minn.
Orlan Skare, Willmar, Minn.
Edward Johnson, Eau Claire, Wisc.
Roger Sathre, Devils Lake, No. Dak.
LeRoy Goodenough, Minneapolis, Minn.
Warren G. Meyer, Project Director

University of Minnesota
College of Education

The following Twin City firms participated in the "Pilot Training Project Based on Directed Occupational Experience for Teachers of Marketing and Distribution" during the summer of 1966:

Amluxen Company	Fabrics
Bachman's	Floristry
Colwell Press	Industrial Printing
Dayton's	General Merchandise
Donaldson's	General Merchandise
Eklund Clothing Company	Ready-to-Wear
Gabbert's	Furniture
Gamble-Skogmo	Hardware
Genuine Auto Parts Company	Wholesale Auto Parts
Gift House Stamps	Stamps
Groves Kelco Drug Company	Jobber & Wholesale Drug
Harmon Glass Company	Auto Glass & Accessories
Homemakers Guild, Inc.	Furniture
Jacob's Jewelers	Jewelry
Jaffee Shoes, Inc.	Women's Shoes
Juster's	Men's Wear
Liemandts	Men's Wear
Minneapolis Star & Tribune	Advertising
National Cash Register	Industrial Sales and Service
Northwest Bicycle Company	Wholesale Bicycles
Northwestern Drug Company	Wholesale Drugs
Penney's - Downtown	General Merchandise
Power's	General Merchandise
Red Owl Stores	Food
S. and M. Company	Wholesale Tires and Toys
Sear's - Brookdale	General Merchandise
Sear's - Lake Street	General Merchandise
Standard Oil Company	Petroleum
Target Stores, Inc.	General Merchandise
Ward's - Midway	General Merchandise
Warner Hardware Company	Wholesale and Retail Hardware
Woolworth's - Brookdale	General Merchandise
Young-Quinlan, Rothschilds	Ready-to-Wear

Summary of the Project

Grant No. OEG - 3 - 6 - 061594 - 0680

Pilot Training Project Based on Directed Occupational Experience for Teachers of Marketing and Distribution

Project Director: Professor Warren G. Meyer

Institution: University of Minnesota
College of Education

Duration: June 13 to July 22, 1966 (Training period only)
April 9, 1966 to June 30, 1967 (Preparation and evaluation)

Purposes and Objectives

The vocational teacher, who is engaged in preparing individuals to enter, adjust and advance in the world of work, needs occupational experience in order to develop meaningful instruction and to be effective in teaching, guiding, and directing the training of students. This experience must be recent or up-to-date with current job opportunities. It must offer enough variety so the teacher has an insight to the various jobs in the occupational field. And it must be of a quality that has prepared the teacher to understand the requirements the students will need to enter adjust and advance in their chosen occupation.

With the increased demand for vocational teachers and the changing nature of jobs in today's world of work, it is important that we find effective ways to provide occupational experience that will prepare more vocational teachers and to keep their occupational experience up-to-date. This pilot project was conducted to achieve this goal, and focused on the following objectives:

1. To determine what contributions, if any, a training project including occupational experiences in marketing and distribution may make to the development of selected competencies of a group of distributive eccupations teachers and teacher-coordinators.
2. To improve selected teaching and guidance competencies of a group of distributive occupations teachers and teacher-coordinators through a training project in marketing and distribution.

3. To prepare a set of learning activities for high school and post-high school distributive occupations students which will help them achieve work adjustment.

Orientation

The first week of the project the participants were given an introduction to relevant research and theory in occupational adjustment and career development. They were instructed in what to observe in the job situation, and how to develop instructional materials from their observations and experiences. Prior to beginning their occupational experiences, the participants completed instruments measuring their needs and satisfactions, knowledge of marketing functions, evaluation of their programs, and inventory of content in their current instruction.

Two references, Man in a World of Work by Henry Borow, and Behavior in a Selling Group by George Lombard as well as numerous mimeographed papers, were read by the participants as background for the experience. Resource speakers from the University of Minnesota Industrial Relations Center, selected business firms, the U. S. Employment Service the U. S. Office of Education and the psychology department of the University gave presentations on topics relevant to studying the occupations.

Directed Occupational Experience

During the next four weeks each participant received two eight-day experiences in two different firms. They were in the firms Monday thru Thursday, and participated in a seminar together on Fridays. At the end of the second week they were moved to a second firm. Some firms had up to four participants --- two for each of the eight-day periods.

While the participants were in the firms they were required to complete job analysis forms, write critical incidents of effective and ineffective behaviors, identify problems of work adjustment, derive technical competencies that should be taught, write narrative job descriptions, and study the satisfactions of workers.

Participants

Thirty teachers of marketing and distribution, who were recommended by state supervisors and teacher-educators, were selected to participate in the project on the basis of their need for additional occupational experience. The participants came from Minnesota, Wisconsin, Iowa, South Dakota, and North Dakota and represented programs that offer high school pre-employment classes, high school cooperative part-time training, and post-secondary marketing and distribution.

Cooperating Firms

With the help of a special advisory committee, employers of distributive firms in the Metropolitan Twin Cities were identified and personally contacted to arrange a schedule of experiences for the participants. Coordinators for the project submitted a general plan to the employers and then worked out the specific assignments to phases of each firm's operation with the employer. Participants were assigned to the firms that would best meet their particular needs, taking into account previous experience and the types of programs in which they taught. These activities forced them to observe certain aspects of jobs, to ask questions of supervisors and workers, and to perform some of the job tasks themselves. The employers, or people assigned to supervise the experiences, recognized the value of providing as much information and exposure to the operation of the business as possible. The participants were given time to ask questions to discuss problems, and to be taught how to perform tasks. They were included in sales and training meetings and participated in special activities planned for the business firm, such as taking inventory, trade shows, and meetings of employee groups. In firms where there were outside salesmen, the participants accompanied a sales representative on some of hig salls.

Seminars

On Fridays the participants met at the University in three seminar groups of ten to discuss their experiences, to determine which problems were common to many occupations and firms and to derive some behavioral objectives which should be the basis for developing instruction at the pre-employment, the cooperative high school, and the post-secondary levels. One of the three distributive education staff members at the University directed each of the seminars, and participants served as chairmen of seminar meetings on a rotating basis. Some of this time was also used for reviewing films and meetings of the entire training project group to discuss problems relevant to all levels of distributive education.

In the seminar groups the competencies for effective job performance and adjustment were identified and participants were assigned to write learning activities that would develop these competencies. Three categories of competencies were identified: (1) Technical competencies, which focused on the six marketing functions; (2) Occupational Adjustment competencies, which were concerned with human relations on-the-job and how to learn a job; and (3) Career Development competencies, which centered on self-understanding and knowledge of the career field. Behavioral objectives that clearly defined the level of performance desired were written for the identified competencies.

Culminating Activities

The sixth week of the project was devoted to summarizing experiences and developing learning activities, teaching materials and projects that the participants could use the next fall. Participants reviewed resource materials---films, texts, curriculum guides, trade publications, etc., that would be useful to them.

As a result of the participants' interest in the application of Electronic Data Processing to marketing operations, the group visited a large department store to observe the use of EDP in that kind of operation. The store's EDP staff met with the group to discuss the trends and training implications for distributive education. It was evident that an institute on data processing was needed and such a program is planned for the summer of 1967.

During the final week, the participants met in small groups to complete the writing of learning activities, projects, training plans, narrative job descriptions, and evaluations of the occupational experience. The learning activities were duplicated for distribution to the participants so that they could be used in their teaching the following year.

The participants gave an oral account of their observations and evaluations of the project on the last day. This was a valuable experience for the group because the shared experiences confirmed the observations and deductions one made from his own experiences. This was planned for a two-hour session; however, it was extended to four hours because these accounts were so interesting to the group.

EVALUATION

Follow-Up of Employers

The cooperating employers were contacted immediately following the training period to obtain their reaction to the program and the participants, and to get their suggestions for similar programs. The reactions were favorable toward the program and the teachers who were in the business firms. A natural outcome was that the employers and people in the business firms gained a better understanding of the distributive education program through contact with the participant assigned to their firm.

Some of the firms which had two participants, one for each of the two-week sessions, indicated that they were not able to plan as meaningful experience for the second period. The time of the year was a handicap to some firms because some of their key personnel were on vacation. Several firms would have liked more time prior to the training project to plan the training experience.

During the year following the training project the participants have maintained contacts with the cooperating firms. Representatives of these firms served as resource speakers in the participants' classes. High school and post-secondary students in the participants' programs have been placed in some of these firms. Many of the firms have supplied the participants with training materials and product information that students could use.

Post-project Evaluation

During the final week the participants took the marketing functions test again. While the gains in scores during the training period were not great, in some cases individuals showed considerable gain in performance on the test. The gain in mean scores was significant at the .05 level. An administration of the test to a comparison group of 54 distributive education teachers showed that pre-test performance of the workshop group was representative of performance of Minnesota distributive education teachers.

Participants completed an evaluation form at the end of the project. Generally they were enthusiastic about their experience. Some would have liked more structuring of what was expected of them in the production of materials. The majority felt that they had a better insight into the problems encountered by young people starting their first jobs, and into the competencies that should be developed in school. The participants' experiences in the Pilot Training Program contributed to some planned changes in instructional content and confirmed their beliefs that some of the presently taught content was important.

Follow-Up of Participants

Six months after the training project a member of the distributive education staff visited the participants in their programs. The participants completed a self-evaluation of their programs before the training project and again at the end of six months using the National Society for Secondary Schools Evaluative Criteria. The participants were interviewed about the use they had made of their training project experience in their teaching and administering their distributive education program.

All the participants stated that their experiences in Twin City training stations provided them with vivid cases and examples which they were able to use in their daily teaching. Many of the methods and activities which were employed during the training project later were adopted by the participants for use in directing the observations of the students in their classes. Particular reference is made to the use of critical incidents narrative job descriptions, and case problems as learning techniques. More emphasis was placed on human relations, career development, and communications skills. Many of the participants recognized the importance of training sponsor development and advisory committees. They were better able to direct these administrative activities.

They had a broader perspective of the field of distribution and were able to pass this along to their students. Placement and contacts with firms in the business community reflected a wide variety of businesses being served. This also resulted in the use of some field trips and resource speakers from a wide representation of distributive businesses.

The materials that participants developed during the project and the resource materials they reviewed were used by many of the participants. This included case problems, films, business games, directed observation, trade publications, curriculum guides, projects, reference materials, etc.

The participants demonstrated an enthusiasm and self-confidence that was reflected in their rapport with students and with business people in the community. Many of them specifically stated that they felt they had grown in self-confidence and ability to administer their programs more effectively. It may also be significant that those who were involved in the project formed a nucleus of distributive educators who were responsible for the organization of the Minnesota Association of Distributive Educators. Through the organization they planned and conducted the fall conference program, and are actively involved in a number of state projects to develop and promote distributive education in Minnesota.

The participants completed the Minnesota Satisfaction Questionnaire five months after the project when they were on the job. The satisfaction scores on the twenty dimensions of job satisfaction after the training project were lower than the scores on an administration of the questionnaire prior to the training. The instrument was also given to a comparison group of 54 coordinators and the mean scores for the training project participants were lower than the scores for the comparison group. It was expected that the participants would score higher on the twenty dimensions of "Satisfaction" after having had the occupational experience and the workshop, and that participants would have higher scores than a group of distributive education teachers who did not participate in the project. There are several possible explanations for the unexpected differences and changes in the scores on job satisfaction.

1. With additional training and occupational experience, the teachers may tend to have higher expectations from their work situation.
2. A clearer perception of the theory of job satisfaction and a more experienced approach in completing the questionnaire may

tend to depress their estimates of the degree of satisfaction.

The Minnesota Satisfaction Questionnaire was also used to compare distributive worker's satisfactions with the satisfactions the participants perceived as being available in workers' jobs. The scores on the twenty dimensions were comparable however, the workers estimate of his own satisfaction with the various dimentions of satisfaction was higher than the participants' estimates of the satisfactions available.

Conclusions and Recommendations

The staff at the University, who planned and conducted the project, concluded that the objectives of the project were achieved.

A planned series of occupational experiences contributes to the development of distributive occupations teachers. These experiences should be preceded by instruction and direction in what to observe in the work situation and how to apply the experience to instruction. The use of structured or semi-structured observation reports and interviews forces the participants to examine important dimensions of an occupation or work situation that usually are not considered.

Through cooperative arrangements between the teacher-education institution and distributive firms, a series of meaningful experiences in the various facets of a firm's operations can be provided in a short period of time. This experience should include some actual job performance and opportunities for the observer to have contacts with employees at all levels. The teacher needs to have experience in a variety of firms in order to understand the application of marketing theory to the various occupations in distribution. Even though people come into education with rich backgrounds in occupational experience, usually their experiences are limited to one or two types of distributive firms, products, or phases of an operation. Also they were not as perceptive of training implications during previously acquired experience as they are when the focus of their attention is on analyzing the work situation for the purpose of planning instruction. There is also the need to up-date these experiences periodically because of the dynamic nature of distribution. This is also characteristic of occupations in general and the changing world of work.

Instruction in distributive education has centered on the understanding of marketing functions and the acquisition of product or service technology, so that the student trainee can achieve the performance requirements of the job. While this is still indispensible, the participants in this project were made aware of the importance of adjustment to the psychological and sociological dimension of the work situation. In placing students, it is as important to match the student's needs with the satisfactions available in the job as it is to match the student's ability with the ability requirements of the job, when work adjustmentis desired. Participants in the project gained a better perception of satisfactions available in jobs and were able to apply this in guiding and placing student-trainees.

Through close examination of the performance of an occupation and tasks in a job, the participants could identify behavioral objectives that they wanted to achieve with their students. When instruction is directed toward the achievement of specific performance objectives with standards identified, the teacher chooses learning activities that focus on application rather than the mere acquisition of information, which is often the outcome of instruction planned around a topical outline. The participants wrote a large number of valuable learning activities that would develop occupational competency and behaviors required in job situations. These learning activities were later used in their classrooms and will be available for use by other teachers.

The staff, the participants, and the cooperating employers were enthusiastic about the outcomes of the project. The value of communication between the participants and the business firms and the University staff contacts with people in business was an important outcome that has fostered the growth and improvement of the entire distributive education program in the State of Minnesota.

TABLE OF CONTENTS

- PREFACE . . . ii
- PARTICIPANTS IN THE PROJECT . . . iii
- COOPERATING FIRMS . . . iv
- SUMMARY OF PROJECT . . . v
- LIST OF TABLES . . . 1
- PROBLEM ON WHICH THE PROJECT WAS FOCUSED . . . 2
- OBJECTIVES AND PURPOSES . . . 3
- DESCRIPTION OF PROCEDURE . . . 5
  - Selection of Participants . . . 5
  - Development of Training Stations and Planning of Occupational Experiences . . . 5
  - Schedule for Pilot Training Project . . . 5
  - Coordination of Occupational Experience . . . 9
  - Directed Observation Assignments . . . 9
  - Summary of Orientation Sessions . . . 12
  - Directed Occupational Experience . . . 20
  - Methods of Evaluation . . . 30

ANALYSES OF DATA AND FINDINGS

- Evaluation of the Project by Participants . . . 32
- Follow-Up of Employers . . . 41
- Follow-Up of Participants . . . 44
- Self-Evaluation on N.S.S.S.E. Criteria . . . 53
- Evaluation of Instructional Materials . . . 56
- Narrative Job Descriptions . . . 61
- Minnesota Employment Attitude Questionnaire . . . 70
- Marketing Functions Test . . . 71, 74
- Changes in Instructional Content . . . 76
- Participants' Perceptions of Job Satisfaction . . . 85
- Analysis of Effort Demand for Jobs Observed During the Pilot Training Project . . . 87
- Classification of Critical Incident Reports . . . 89

CONCLUSIONS AND RECOMMENDATIONS

- Conclusions . . . 90
- Recommendations . . . 92
- Phase II . . . 97

APPENDICES

- Project Application Form . . . 99
- Job Identification Facts Form . . . 103
- Critical Incident Technique and Report Forms . . . 108
- Training Schedule Form . . . 112
- Sample Plan of Occupational Experience . . . 114
- Learning Activity Form . . . 115
- Evaluation of Project by Participants Form . . . 116
- Coordination Follow-up Interview Form . . . 121
- Follow-up of Participants Interview Form . . . 122
- Letter to Employers Requesting Cooperation . . . 124
- Letter to Cooperating Business Firms . . . 125
- Letter of Appreciation to Cooperating Business Firms . . . 126
- Follow-up Letter to Participants . . . 127
- New Release to Local Papers . . . 128

LIST OF TABLES

Minnesota Employment Attitude Questionnaire. 70

Marketing Functions Test. 72

Worker Importance and Satisfaction Card Sort Inventory. 80

Analysis of Effort Demands for Jobs Observed During the Pilot Training Project

Physical Activities. 87

Worker Characteristics 88

Classification of Critical Incident Reports 89

PROBLEM ON WHICH THE PROJECT WAS FOCUSED

Distributive occupational experience is required for the certification of teachers and teacher-coordinators of distributive education throughout the United States. The assumption underlying this requirement is that this business experience is essential to sound vocational instruction and coordination work. Although the assumption is sound in theory, a practical problem arises in assessing the quality of occupational experience from the viewpoint of its contribution to the performance of teaching, guidance, and coordination duties. Another problem is that of the length of time needed for future distributive educators to acquire both educational preparation and occupational experience before starting a career in distributive education. A third problem arises in keeping up with the rapid changes in distribution and distributive occupations as well as the changing complexion of the occupational environment in general. These three problems in particular stimulated the investigator and his colleagues to initiate this project.

The primary concern of this investigation was to identify practices and procedures in the preparation of distributive teachers and teacher-coordinators that would result in more effective and efficient development of occupationally oriented competencies. Secondary objectives were to contribute to the improvement of instruction, guidance, and coordination activities of the thirty Upper Midwest participants in the Pilot Training Program and to develop sets of occupationally oriented learning activities for use in preparatory project and cooperative training programs at the high school and post-high school level.

OBJECTIVES AND PURPOSES

Specific Goals

I. To explore the value of directed occupational experiences and observations in developing the competencies in II below and to develop some guidelines for the nature of the experiences in terms of:
   A. Kind of orientation needed to benefit from the occupational experience.
   B. Use of observation, interview, and performance of a job to acquire information.
   C. Value of the occupational experience in acquiring a knowledge of marketing functions.
   D. Value of the occupational experience in perceiving the satisfactions of the job as workers in the occupations perceive them.

II. To help the participants achieve greater competency in performing the following teacher and teacher-coordinator duties:
   A. Selecting instructional content which augments the career development of secondary and post-high school students, content derived from analyses of the occupations studied by the participants including needed competencies, duties performed, and problems of adjustment.
   B. Planning of occupationally oriented learning activities that aid students in developing needed skills, attitudes, and understandings in the discipline and technology of distribution, in occupational adjustment, and in career development.
   C. Counseling and placing students in on-the-job training environments that will contribute to satisfying and satisfactory work adjustments.
   D. Improving the performance of the training sponsor and the effectiveness of the training station.
   E. Helping students to utilize an on-the-job training experience to develop occupational competencies and work habits that have broad application to the various jobs they will hold during their working life.

F. Helping students to sharpen and reality test occupational stereotypes for rational vocational choice making and career planning.

III. To prepare a set of occupationally oriented learning activities for each of the following:

A. High School preparatory distributive education classes

B. High School cooperative part-time distributive education classes

C. Post-high School distributive education classes

DESCRIPTION OF PROCEDURE

Selection of Participants

A preliminary announcement of the training project was sent to State Supervisors and Teacher-Educators in Minnesota, North Dakota, South Dakota, and Iowa. They were asked to recommend distributive education personnel in their states who could benefit from additional occupational experience, considering the recency, variety, and quality of previous experience.

Brochures and application forms were sent to those suggested by State Supervisors and Teacher-Educators. The project staff reviewed the application forms and selected participants on the basis of previous occupational experience, current employment as a teacher in marketing and distribution, and according to the following distribution:

3	Iowa
3	North Dakota
3	South Dakota
3	Wisconsin
18	Minnesota

The selection was also stratified to include:

10	Pre-employment (Preparatory) teachers
10	High School Cooperative Coordinators
10	Post-high School teachers

Development of Training Stations and Planning of Occupational Experience

An advisory committee of people representing various kinds of distributive businesses in the area met with the project staff. The objectives of the project were explained to them and they made suggestions as to how the project should be presented to the cooperating firms. The members of the advisory committee identified firms and the individual to be contacted where the desired experiences would be optimal. In some instances the advisory committee members also contacted managers in the firms to encourage their participation.

A letter (see Appendix) was sent to the manager or president of the firms identified by the advisory committee, briefly explaining the project and indicating that a staff member would be calling for an appointment. The appointments were made and the calls completed during the six weeks prior to the project.

The initial personal calls were usually with executive officers in the firms, even though the development of the training plans would actually be done in consultation with operating managers. A suggested plan of experiences that was generally applicable was given to the person responsible for determining what the participant would be doing during the eight-day period, and several copies of a form for scheduling specific assignments and designating the individuals in the firm who would direct the experiences. (See appendix for planning forms.)

In some firms the staff member and the firm's manager worked out the schedule on the initial call. Others were given self-addressed stamped envelopes for mailing the completed forms to the project director. Very few firms required a second call or further help in developing a suitable plan.

The plans were typed in triplicate -- one copy returned to the firm, one copy for the project files, and one copy for the participant assigned to that experience. The first day of the orientation week the participants received a copy of the plan. The participants called on the managers in the firms to which they were assigned to introduce themselves prior to the week in which they would actually report for training.

The project director wrote each of the managers in the cooperating firms a letter, thanking them for their cooperation and to stimulare interest in making the experience for the participant as meaningful as possible. This letter reached the firm the same day the participant began his experience in the firm.

Schedule for Pilot Training Program

The training program was conducted over a six-week period. The first week of the training program, beginning Monday, June 13, 1966 was devoted to orienting and preparing the participants for their responsibilities of observation, interview, job analysis, and preparation of teaching materials and learning activities. The preparation included the use of resource speakers from distributive firms, the Minnesota Employment Service, the University of Minnesota Industrial Relations Center, etc., to provide current knowledge of distribution and distributive occupations that is not acquired through the occupational experiences alone.

SCHEDULE FOR PILOT TRAINING PROGRAM

June 13	June 14	June 15	June 16	June 17
Morning Registration 11:30 Luncheon 1:00 Orientation and Procedures Meyer Ashmun Klaurens	8:30 a.m. Pre-test & Inventories - Klaurens 10:30 Minn. Employ. Service-Report on T.C. Skill Survey & Services 11:30 a.m.Lunch 12:30 p.m.-Ashmun Dr.Rene Dawis Dr.David Weiss "Analysis of Work Environment"	8:30 a.m.-Ashmun Dr.Henry Borow "Man in a World At Work." 10:30 a.m. Employer Panel Training Needs of Young Workers 12:00 p.m. Lunch 1:30 to 3:30 Preliminary visit to assigned training station. Two calls each person	8:30 a.m. Klaurens "Behavior in a Selling Group" Discussion 10:30 a.m. 12:30 p.m. Luncheon Meeting - Speaker 2:00 p.m. Dr. Wesley Tennyson "Analysis of Worker Roles"	8:30 a.m.--Meyer "Educational Objectives" 10:00 a.m. Mary Marks, USOE "Project Training" 12:00 Lunch 1:00 -- Ashmun Dr. Jerome Moss "Interview Techniques" Occ. Experience Records--Klaurens
June 20	June 21	June 22	June 23	June 24
Directed Occupational Experience	Directed Occupational Experience	Directed Occupational Experience	Directed Occupational Experience	Seminar 8:30 - 11:30 Leader: Meyer Discipline and Technology Meet in Groups 12:30 - 2:30 Leader -- Ashmun Occ. Adjustment Meet in Groups 2:30 - 3:30 Leader -- Klaurens Career Development Meet in Groups Consultant-Tennyson
June 27	June 28	June 29	June 30	July 1
Directed Occupational Experience	Directed Occupational Experience	Directed Occupational Experience	Directed Occupational Experience	Seminar 8:30 - 11:30 Leader: Ashmun Disc. & Tech. Group Work 12:30 - 2:30 Leader: Klaurens Occ. Adjust. Group Work 2:30 - 3:30 Leader: Meyer Career Dev. Group Work Consultant-Tennyson (Minn. Importance Questionnaire on Job I)

July 4	July 5	July 6	July 7	July 8
Holiday	Directed Occupational Experience	Directed Occupational Experience	Directed Occupational Experience	Seminar 8:30-11:30 a.m. Leader: Klaurens Disc. & Tech. Group Work 12:30-2:30 Leader: Meyer Occ. Adjustment Group Work 2:30-3:30 Leader Ashmun Career Develop. Consultant: Tennyson Group Work

July 11	July 12	July 13	July 14	July 15
Directed Occupational Experience	Directed Occupational Experience	Directed Occupational Experience	Directed Occupational Experience	Seminar 8:30-11:30 Leader: Meyer Disc. & Tech. Group Work 12:30-2:30 Leader: Ashmun Occ. Adjustment Group Work 2:30-3:30 Leader: Klaurens Career Develop Group Work Consultant: Tennyson

July 18	July 19	July 20	July 21	July 22
8:30-11:30 a.m. Instructor:Meyer Group Work on Learning Activities and Guidelines for Coordination Duties 12:30-2:30 Instructor: Ashmun 1:30-3:30 Instructor:Klaurens	Continuation of Monday (Rotating Instructors)	Continuation of Monday & Tuesday (Rotating Instructors)	Evaluation and Preparation of Group Reports Tests Questionnaires	Evaluation Group Reports Discussion of Phase II for summer of 1967.

Each participant received two eight-day directed occupational experiences in two different distributive businesses in the Twin City Area. The businesses were selected according to their ability and willingness to provide relevant experience. The participants were placed in areas of distribution which, in the staff's judgement, would contribute most to their personal development as a distributive education teacher.

The participants spent four successive days (approximately eight hours a day) at an assigned training station, studying the occupations, employment qualifications, career opportunities, duties, needed competencies, job satisfactions, interpersonal relations, etc., to determine what should be taught in the classroom and to identify problems of work adjustment facing young workers. Each four-day occupational experience was followed by one day (approximately six hours) in which participants met in seminar groups at the University to define objectives and identify content for distributive education. Thus, participants received 30 hours of preparation and instruction, 128 hours of directed occupational experience, and 54 hours of directed seminar work, including five days at the end of the training project to develop materials and evaluate the experience.

Coordination of Occupational Experience

A member of the project staff visited each training station at least once during the occupational experience. There were no problems in getting the firms to provide the agreed-upon training. The calls demonstrated the interest of the University in the training and thereby stimulated training sponsors to continue their attention to the participant. Reactions to the participants were favorable and people in the firms seemed to accept the idea of "educating" teachers with enthusiasm.

Following the occupational experience the firms were visited by a staff member and asked to evaluate the program and make suggestions for similar projects. They were also sent a letter of appreciation for the cooperation of people in their firms.

Directed Observation Assignments

It is generally recognized that the quality of a training experience depends on the interest and participation of the individual receiving the training. The participants were highly motivated to observe and learn all they could from the work situation because of self-realized needs in their teaching. In this project there were several built-in techniques to direct observations and focus the participants attention on certain aspects of the job situation.

During the orientation period instruction was given in how to analyze a work situation, what to observe, and how to record the information. The preparation for the occupational experience made the participants aware of the psychological and sociological factors of work adjustment as well as the technical performance requirements.

The observations were structured by giving the participant forms and specific questions to be answered from their observations. The following written assignments were given:

1. Critical Incidents (two per day)
2. Job Identification Facts (one for each of the two eight-day experiences)
3. Sales Job Description Checklist (two jobs)
4. Worker Needs and Satisfaction Card Sort (two workers)
5. Worker Personal Interview Form (two)
6. Narrative Job Description (two)
7. Learning Activities for Classroom Instruction
8. Case Problems
9. Project for Pre-employment student or an On-the-Job Training Plan

Samples of the forms and directions are shown in the Appendix. These written assignments served several purposes:

1. They required the participant to ask questions and to look for significant information.
2. They gave the observers a common way of organizing information that could be communicated to other participants in the project during seminar discussions.
3. They provided information which could later be used to derive instruction for distributive education and to develop instructional materials.
4. They gave the participants some practice in using learning methods which they could use with their student-trainees in the study of occupations.

5. They served as evidence for evaluating the project as a means for preparing teachers and deriving instructional content and materials.

The seminar sessions on Fridays gave the participants an opportunity to discuss their impressions and to find out the extent to which their findings were generalizable to other work situations. The members felt responsible to the seminar group for sharing their experiences and therefore were looking for things during their observation time that would be of interest to the seminar group. Through the seminar, the members agreed on what competencies should be developed through instruction and explored methods of developing these competencies. Then individual members were designated to prepare the learning activities in a written form that could be used by teachers.

Summary of Orientation Sessions

(First Week of the Project)

1. Dr. Rene Dawis, Dr. David Weiss

Work Adjustment Project, Industrial Relations Department, University of Minnesota

Topic of Discussion

Work Adjustment

Dawis and Weiss were selected to bring the program participants up to date on current developments in the field of industrial relations. It was intended that the students should be aware of the concepts of work satisfaction and work satisfactoriness and implement these concepts in the evaluation of their project work experience. Having been given this experience, the teacher coordinator will be able to analyze student jobs in this context. This will allow the coordinators to counsel and place their students in a more compatible work environment and also provide more accurate guidelines for career planning.

Dawis and Weiss discussed

a. The theory of work adjustment which was defined as coming to terms with the work environment.

b. The results of studies on worker needs, attitudes and satisfactions.

c. The descriptive terms used in the discussion of work adjustment.

d. The concepts of job satisfaction and job satisfactoriness.

Student evaluation of the discussion N = 30

Extremely Important	Important	Not Important
10	18	2

---

2. Mr. Dennis Sohlstrom

Director of Youth Services, Minnesota Employment Service

Topic of Discussion

The United States Employment Services

Mr. Sohlstrom was called upon to reacquaint the program participants with the United States Employment Service. This phase of the orientation program was intended to develop an awareness of the employment service and, at the same time, stimulate a working relationship between the local employment services and the teacher-coordinators.

Mr. Sohlstrom discussed

a. The services available to the teacher coordinator through the U. S. Employment Service.
    1. Information on local trends in the employment community.
    2. Availability of counselling and testing services.
    3. Assistance in the placement of student learners.
    4. Providing additional contacts with employers.

b. The development of the "Community Needs Survey," and the need for such a survey on the local level.

c. The need for cooperation between the local employment services and the teacher-coordinators.

Student evaluation of the discussion N = 30

Extremely Important	Important	Not Important
2	24	4

---

3. **Mr. H. A. Schoonover**, General Manager, Sears-Brookdale
Mr. James Henry, Downtown Retailers
Mr. Chuck Sheehan, Young Quinlan, Rothschild

Topic of Discussion
Training Needs of Young Workers

The employers panel was made up of three prominent men in the field of retailing. These men were called upon to give the program participants a descriptive analysis of the competency areas in which they felt student-trainees should be trained.

It is essential to the development of teacher-coordinators that they be made aware of employers' attitudes regarding personality development, training and other qualifications necessary for the advancement of students in the field of distribution.

The Panel Discussed

a. Important criteria used when hiring beginning workers.
b. Requirements for advancement to middle management positions.
c. Prominent weaknesses found in young people entering the world of work.
d. Things that educators can do to help students who choose occupational goals in distribution.

Student evaluation of the panel N = 30

Extremely Important	Important	Not Important
22	7	1

---

4. Dr. Henry Borow

Professor of Educational Psychology, University of Minnesota

Topic of Discussion

Man In a World at Work

Dr. Borow, specialist in career development, was called upon to give the program participants some definitive insights into the psychological problems with which the student-trainee is faced.

Dr. Borow discussed

a. Background research on career development.

b. The divorcement of youth from the world of work.

c. Youth's search for a role in society and the development of a self concept which will be implemented in vocational choice.

d. The determination of job qualifications prior to the students entry into a position.

  1. The identification of the human elements and interactions that take place on the job.
  2. The psychological rewards of the occupation.

Student evaluation of the discussion N = 30

Extremely Important	Important	Not Important
18	12	0

---

5. Miss Mary Klaurens

Instructor of Distributive Education, University of Minnesota

Topic of Discussion

Behavior in a Selling Group

Adjusting to the informal work group is one of the major problems with which the young worker is confronted. Miss Klaurens was asked to assist the program participants develop an appreciation of the need for teaching human relation skills, and also to become more sensitive to the problem of adjusting to the informal work group.

It is felt that through the development of cooperative attitudes and other critical human relations competencies the young workers will find the psychological reinforcement and rewards in their work essential to job satisfaction and job satisfactoriness.

Miss Klaurens discussed

a. The G. F. Lombard Study Behavior in a Selling Group.

b. Informal work groups

1. Interactions between workers.
2. Workers values and needs as manifest in work group relationships.
3. The determination of workers needs, values and motivations.

c. The preparation of young workers to fit into informal work groups.

Student evaluation of the discussion N = 30

Extremely Important	Important	Not Important
19	11	0

---

6. Mr. Gerald Lee

Assistant, Educational Psychology, University of Minnesota

Topic of Discussion

Dictionary of Occupational Titles

Mr. Lee was asked to familiarize the program participants with the 1965 edition of the Dictionary of Occupational Titles. It was intended that Mr. Lee would explain the current revisions and make the coordinators aware of the new dictionary's usefulness to them as teachers in the field of Distributive Education.

Mr. Lee Discussed.

a. Background information on the development of the new edition.

b. The third edition revisions including the method of describing jobs in terms of the relationships with data, people and things.

Student evaluation of the discussion N = 30

Extremely Important	Important	Not Important
5	21	4

---

7. **Dr. W. Wesley Tennyson**

Associate Professor of Education, University of Minnesota

Topic of discussion

Analysis of Worker Roles

Dr. Tennyson introduced the program participants to the concept of role analysis. It was intended that through the summer project the coordinators would become adept enough in the concepts of role-analysis to be able to describe jobs in terms of the socio-psychological roles which the successful worker assumes. It was felt that by using the role-analysis technique the teacher-coordinator will be better able to determine how the worker's psychological needs are met. This knowledge coupled with an awareness of the role expectations of employers will enable the teacher coordinator to do a better job of counselling and placing students in occupations commensurate with their self-images.

Dr. Tennyson discussed

a. The need for educators who have developed a concern for the psychological man as well as the economic man.

b. The ability to recognize and describe the elements of work that can be communicated to students.

c. Educators who are able to help students understand themselves and the meaning of their lives.

d. The need for distributive educators to use the role expectations of employers to help students explore themselves in terms of occupational goals.

Student evaluation of the discussion N = 30

Extremely Important	Important	Not Important
21	9	0

---

8. **Miss Mary V. Marks**

Program Specialist in Distribution and Marketing, Division of Vocational and Technical Education, Office of Education, Washington, D. C.

Topic of Discussion

The Project Plan

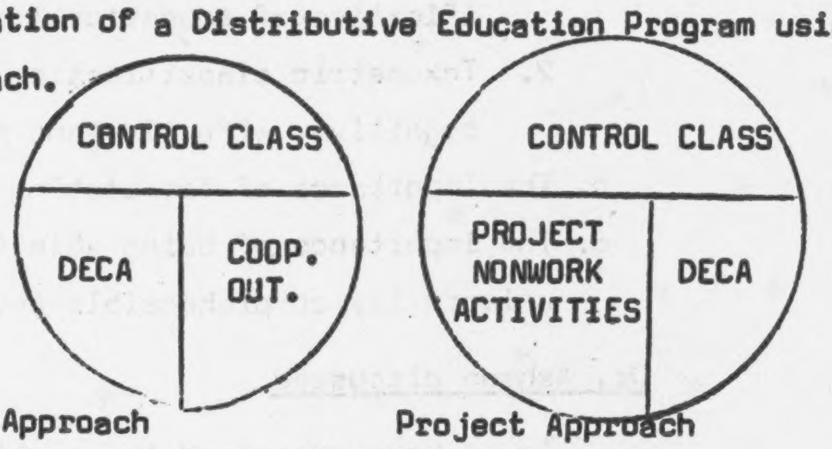
In some areas it has been difficult to place Distributive Education students in occupations commensurate with their career goals. In other areas there have been problems fitting the Distributive Education programs to school schedules. It was intended that the teacher-coordinators be made aware of these problems and, at the same time, aware of one of the possible solutions. For this reason Miss Marks, specialist in distribution and marketing and a qualified speaker on the project plan, was called upon to explain this method of giving student-trainees meaningful vocational training in the classroom and in simulated training experiences.

Miss Marks discussed

a. A definition of the project plan.

A method of integrating and coordinating classroom instruction with each student's career objectives, accomplished by a series of individually designed learning activities.

b. A graphic presentation of a Distributive Education Program using the project approach.



Cooperative Approach

Project Approach

c. The role of the teacher-coordinator when the project plan is used.
   1. As a training sponsor
   2. As an employers' representative
   3. Using advisory committees to develop curriculum

d. Guidelines to be used in the development of projects.

e. The desired outcomes of the project plan expressed in terms of the student's occupational goals and taxometric levels of understanding.

f. The individual's project progress report.

g. Sources of project materials.

Students evaluation of the discussion N = 30

Extremely Important	Important	Not Important
6	21	3

9. **W. G. Meyer, R. D. Ashmun**

Distributive Education Department, University of Minnesota

Topic of Discussion

Educational Objectives

Studies have demonstrated inconsistencies existing between stated educational objectives, classroom instruction, and evaluative procedures. It was felt that the program participants should be made aware of these inconsistencies and become competent in the formulation of achievable objectives stated in behavorial terms.

Professor Meyer discussed

a. Background information on the formulation of teaching objectives.
    1. Recent work which has been done, by Bloom et. al., on classification of educational objectives.
    2. Taxometric classification of educational objectives into the cognitive, affective and psychomotor domains.
b. The importance of formulating objectives in behavorial terms.
c. The importance of being able to state objectives in concise, universally comprehensible terms.

Dr. Ashmun discussed

a. Dr. Ashmun exercised the participants in formulating objectives.
    1. Objectives were stated by the participants.
    2. Stated objectives were analyzed in terms of behavorial. orientation, conciseness, and their ability to be evaluated.
b. Broadly stated objectives were defined.
c. Preparatory work was done in the formulation of objectives to be used by the program participants in their analysis of jobs.

Student evaluation of the discussion N = 30

Extremely Important	Important	Not Important
20	10	0

10. Dr. Jerome Moss, Jr.

Professor of Industrial Education, University of Minnesota

Topic of Discussion

Job Analysis

Job analysis is the process of identifying the significant worker activities, requirements, technical features, and environmental characteristics of a job. Dr. Moss discussed the mechanics of job analysis in light of its importance to the determination of the technical competencies, values, needs and motivations necessary to the successful participation in a given field of work.

Dr. Moss discussed

a. The process of job analysis
  1. Job Analysis, development and use in industry and distribution.
  2. Job Analysis as used by the teacher-coordinator.

b. The problem of gathering valid and reliable information when conducting the analysis.

c. Interviewing and observational techniques used to elicit true answers when conducting the analysis.

d. Methods of dealing with the "Job Identification Facts Questionnaire."

Students evaluation of the discussion N = 30

Extremely Important	Important	Not Important
8	10	6

Directed Occupational Experience

Through the courtesy of thirty-two leading distributive employers, the program participants each received sixteen days of directed occupational experience. Each participant observed and trained in two different business places for a period of eight days.

The following is a description of the fields in which the participants trained together with a statement regarding the type of training they received in each area.

1. Men and Boys Ready-to-Wear — SIC 561

Five of the program participants observed and trained in the following areas:

Area I

Orientation. Operating procedures and store policy, checking, sorting, and marking merchandise for stock.

2 Days

Area II

Store Management. Accounting procedures, credit, and collections personnel management and training.

1 Day

Area III

Advertising and Display. Advertising policy and format for newspaper and direct mail, interior display, point-of-purchase display and window display.

1 Day

Area IV

Buying functions. Buying plans, floor management, inventory control, department layout, personnel management.

1 Day

Area V

Sales Techniques and Training. Specialized sales training in the various departments; suits, sportswear, boys' clothing, shoes, shirts, etc.

3 Days

2. Nurseries and Floral Shops — SIC 5992

Two of the program participants observed and trained in the following areas:

Area I

Orientation. Plant facilities, stocking, receiving and product care, store operations, garden store, nursery and retail sales establishments.

2 Days

Area II

Floral Design. Plant types and characteristics, floral arrangements, color patterns and arrangements for special occasions.

1 Day

Area III

Greenhouse and Nursery Operations. Plant care and culture, artificial trees and plants, plant rental and maintenance.

1 Day

Area IV

Advertising, Ordering and Office Operations. Order board, delivery, advertising, retail accounts, industrial accounts, architects, Systems and Control (IBM), personnel supervision.

2 Days

Area V

Sales Techniques and Training. Specialized sales training; retail, wholesale, and architects, landscape planning.

2 Days

3. Supermarkets SIC 541

Three of the project participants observed and trained in the following areas:

Area I

Warehousing/control. Warehousing techniques; shipping, storing goods and palatizing, record keeping, inventory control, purchasing, payroll and data processing.

2 Days

Area II

Grocery. Receiving, pricing, and marking stock; display and inventory control.

2 Days

Area III

Produce. Buying, receiving, pricing and dressing stock for sale, color coordination and display.

1 Day

Area IV

Meat. Buying, pricing, cutting and wrapping; meat standards and case planning and layout.

1 Day

Area V

Bakery and Dairy. Buying, pricing, preparation of goods; wrapping and display; stock control.

1 Day

Area VI

Personnel and Security. Hiring, supervision, and employer-employee relations; internal and external security, customer services.

1 Day

4. Hardware and Miscellaneous Hardlines SIC 5072

Four of the project participants observed and trained in the following areas:

Area I

Orientations. Warehouse management, receiving and processing goods for stock, product familiarization, warehouse personnel supervision, freight claims and repair service.

2 Days

Area II

Operations. Marketing division, industrial division, retail division, ski shop, purchasing division.

2 Days

Area III

Management. Sales management, data processing, inventory control.

1 Day

Area IV

Technical Sales. specialized sales techniques, industrial, retail, and ski shop; recruitment and supervision.

2 Days

Area V

Speciality Sales. Route sales and industrial accounts.

1 Day

5. Glass Replacement and Distribution SIC 7349

One of the project participants observed and trained in the following areas:

Area I

Orientation. Company policy and operating procedures, shop and warehouse tours.

2 Days

Area II

Divisional Organization. Wholesale and retail accounts; auto, industrial, and consumer sales and service.

1 Day

Area III

Management. Personnel management and recruitment, data processing, accounting, order processing and job estimation.

2 Days

Area IV

Sales Training. Auto glass, consumer windows, mirrors and tabletops, industrial applications and store fronts.

2 Days

Area V

Wholesale and Technical Sale.
Calls on: major oil accounts, gasoline stations, insurance agents,

1 Day

6. Furniture - Home Furnishings SIC 57

Two of the program participants observed and trained in the following areas:

Area I

Orientation. Store policy, plant facilities, shipping, receiving, preparation of goods for shipment, refinishing and repair.

2 Days

Area II

Product Information. Types of furniture: Early American, Contemporary, Mediterranean, Provincial and Antiques. Color, design, and room planning.

2 Days

Area III

Accessory Furnishings. Carpeting, bedding, drapes, and antiques.

1 Day

Area IV

Specialized Sales Techniques. Interior design, room coordination, budget planning and finance, merchandise display techniques.

3 Days

7. Petroleum Distribution SIC 5092

Two of the program participants observed and trained in the following areas:

Area I

Orientation. Introduction to procedures of oil marketing, dealer training sessions

2 Days

Area II

Retail Marketing. Orientation to service station operation and management, personnel problems and sales training.

2 Days

Area III

Wholesale Marketing. Bulk station operation, dealer sales and services.

1 Day

Area IV

Regional Operations. Customer relations and services, sales representative training, accounting and data processing.

3 Days

8. Retail Fabric Distribution SIC 569

Two of the program participants observed and trained in the following areas:

Area I

Orientation. Operating procedures, introduction to the sales force, accounting procedures, control and inventory management.

2 Days

Area II

Management. Buying, pricing, stock control, inventory and personnel management.

2 Days

Area III

Technical Training. Specialized training in types and uses of fabrics. Accessories and patterns

1 Day

Area IV

Sales. Sales technique specialized to the industry and firm. In-store sales.

3 Days

9. Department Stores SIC 531

Fifteen of the program participants received occupational training in seven of the community's leading department stores. The participants observed and trained in the following areas:

Area I

Orientation. Receiving, marking, delivery, traffic, on-order department, floor observation.

2 Days

Area II

Credit. Interviewing for credit, authorizing credit, bill adjustment, collections, accounts receivable, accounts payable, electronic processing, customer service.

2 Days

Area III

Sales Promotion. Advertising, display, fashion merchandising, and special events, media types and use.

1 Day

Area IV

Department Orientation. Register and tally information, merchandise information, initial sales training.

1 Day

Area V

Sales. Specialized sales training, floor sales in various departments: mens wear, housewares, appliances, and furniture.

2 Days

10. General Merchandise and Mail Order SIC 53

Eight of the program participants observed and trained in the following areas:

Area I

Orientation. Store policy and procedures, warehouse operations, receiving, checking, and marking merchandise, delivery scheduling and order follow-up.

2 Days

Area II

Customer Service. Complaints, correspondence, mail orders, delivery, installation and repair service.

2 Days

Area III

Management. Security, internal and external control, employee training programs, general sales and management training.

1 Day

Area IV

Operations. Office procedures, accounts receivable, credit sales and data processing.

1 Day

Area V

Sales. Specialized sales techniques, telephone and catalogue sales, floor observation and selling experience.

2 Days

11. Cash Register and Electronic Data Processing Equipment, Sales and Service. SIC 5086

One of the program participants observed and trained in the following areas:

Area I

Orientation. Seminar on cash registers, change-making devices and data processing equipment, introduction to department heads, review of printed materials.

1 Day

Area II

Training. Review of management training films, slides and written materials, management and sales training classes.

2 Days

Area III

Management. Company policy discussed with department heads, office management, accounting procedures, delivery, routing and order follow-up.

2 Days

Area IV

Sales. Field calls on firms using accounting machines and data processing equipment, field calls on wholesale and retail firms using cash registers and change making devices.

3 Days

12. Wholesale Drugs and Chemical Sales SIC 502

Two of the program participants observed and trained in the following areas:

Area I

Orientation. Overview of the wholesale drug and chemical industry by various department heads, warehousing problems and procedures: receiving, order filling, shipping and routing.

1 Day

Area II

Management. Office procedures, personnel management, payroll, inventory, accounts payable and receivable, credit procedures, collections and data processing techniques.

2 Day

Area III

Sales Promotion. Newspaper and magazine advertising, promotional calls on retail drug stores and doctors.

2 Days

Area IV

Sales. Telephone sales training, field calls on retail drug firms, doctors and hospitals.

3 Days

13. Women's Shoes and Accessories Sales SIC 5039

One of the program participants observed and trained in the following areas:

Area I

Orientation. Meeting with department heads, overview of the retail shoe store operation and preparation of stock for sale.

1 Day

Area II

Merchandise Display. Window dressing, point-of-purchase displays, care and maintenance of fixtures.

2 Days

Area III

Management. Employee training, inventory control procedures, bookkeeping and accounting, accounts payable and receivable, vendor correspondence.

2 Days

Area IV

Sales. Specialized sales techniques, product information, floor observation, shoe and accessory sales.

3 Days

14. Retail Jewelry Stores SIC 597

One of the program participants observed and trained in the following areas:

Area I

Orientation. Introduction to store policy and procedures, tour of store facilities, seminar with department heads, introduction to employees.

1 Day

Area II

Management. Accounting procedures, payroll, credit sales and accounts receivable, personnel management.

2 Days

Area III

Product Training. Product information and training in the following areas: repair (watches and clocks,) diamonds, sterling silver and watches.

2 Days

Area IV

Sales Experience in the following areas: watches and clocks (1 day), diamonds (1 day), sterling silverware and costume jewelry (1 day)

3 Days

15. News Services, Advertising and Promotion SIC 7351

One of the program participants observed and trained in the following areas:

Area I

Orientation. Introduction to departmental personnel and operating procedures, seminar on news media advertising.

1 Day

Area II

Mechanics. Methods of preparing layouts, copy and art for newspaper advertising, tour of production facilities to view the progressive development of a typical advertisement.

1 Day

Area III

Sales Training. Sales training seminar, formal sales presentations, rate structures and shoppers' surveys.

3 Days

Area IV

Sales Experience. Account calls on department stores, food stores and restaurants.

3 Days

16. Cycle Sales and Repair SIC 5953

One of the program participants observed and trained in the following areas:

Area I

Orientation. Introduction to operating procedures and products, stockkeeping and shelving merchandise, shipping and receiving.

2 Days

Area II

Management. Accounting procedures, personnel management and training.

1 Day

Area III

Inside Sales. In-store sales, processing incoming orders, mail and telephone sales, call backs to dealers.

2 Days

Area IV

Outside Sales. Calls on hobby accounts and dealers, sales promotional activities.

3 Days

17. Automotive Parts and Accessories SIC 5013

One of the program participants observed and trained in the following areas:

Area I

Orientation. Introduction to automotive parts handling, warehousing and merchandise handling, introduction to company personnel and policies.

2 Days

Area II

Management. Personnel management and training, purchasing and electronic data processing procedures.

1 Day

Area III

Sales Training. General inside sales training, city desk, telephone sales, will-call orders, branch store visitation.

3 Days

Area IV

Sales. Branch store sales, fleet sales to independent garages, and service stations.

3 Days

18. Trading Stamps SIC 7399

One of the program participants observed and trained in the following areas:

Area I

Orientation. Seminar introduction to trading stamp merchandising, meetings with personnel, overview of trading center operations.

2 Days

Area II

Management. Personnel supervision and training, accounting procedures, inventory control and purchasing.

2 Days

Area III

Sales Training. Technical sales training, field experience, calling on established accounts, prospective customers and customer service in gift center.

4 Days

19. Printing, Duplicating and Direct Mail Advertising SIC 7331

Two of the program participants observed and trained in the following areas:

Area I

Orientation. Company policy and operating procedures, interviews with divisional heads and production personnel.

1 Day

Area II

Management. Personnel management, and training, office supervision, accounting procedures, data processing and credit collections.

1 Day

Area III

Specialized Sales Training. Organization of specialty divisions, sales techniques, product information and a study of the relationship between production departments and sales.

3 Days

Area IV

Sales Experience. Divisional sales experience with customer contact.

3 Days

Methods of Evaluation

The primary aim of this project was training and improving the competencies of the teachers who were selected as participants. A second aim was to discover methods of conducting occupational experience programs that would be effective in preparing teachers and teacher coordinators to teach occupational education. Thirdly, it was intended that information gathered by the participants would be used as a basis for the development of instructional materials. The specific goals identified earlier in this report required a number of measures and evaluative techniques which are outlined below:

1. Participant's evaluation of the project by response to questions about various facets of the project.
2. Follow-up interviews with employers of the cooperating firms to obtain their evaluation and suggestions.
3. Follow-up observations and interviews with the participants to determine what applications of the occupational experience were made in their instruction and program administrations.
4. Evaluation of the instructional materials developed during the project by the project staff and two teacher educators and a state supervisor from other states.
5. Measure of changes in job satisfaction of participants on the Minnesota Employment Attitude Questionnaire by administration of the instrument prior to the training project and six months after the project.
6. Comparison of the job satisfaction scores of participants with those of a group of other distributive education teachers[1] in Minnesota six months after the project.
7. Measure of changes in performance on a test of knowledge of Marketing Functions specifically developed for this project, administered before and after the project.
8. Comparison of participants' performance on the Marketing Functions Test with the performance of a group of other distributive education teachers in Minnesota,[1] at the end of the project.

---

[1] The comparison group consisted of 53 distributive education teachers and teacher coordinators in attendance at the annual state conference in August.

9. Changes in the participants' choice of instructional content as outlined in an inventory of topics, using the National Association of Business Teacher Education Study. Prior to the project, teachers were asked to indicate which topics were included in their content. Following the project they were to indicate which topics they intended to add, delete, or change in the emphasis given.
10. Comparison of the participants' perceptions of the satisfactions available in a work situation with the satisfactions of workers in the work situation on the twenty dimensions of the Minnesota Employment Attitude Questionnaire using a card sort technique with the workers.
11. Changes in self-evaluation of the participants' distributive education programs on the N.S.S.S.E. Evaluative Criteria for Distributive Education. The participants completed the evaluation form prior to the project and six months after the project.

The forms for gathering the data for the above measures are shown in the Appendices. The findings and the analyses are reported in the section on Analyses of Data and Findings.

EVALUATION OF THE PROJECT BY PARTICIPANTS

I. Evaluation of Occupational Experience

A. Supervision

Assignment I	N	%
Well supervised	23	77
Poorly supervised	6	20
Did not meet expectations	1	3
Assignment II		
Well supervised	16	54
Poorly supervised	8	26
Did not meet expectations	6	20

B. Variety of Experience

Assignment I		
Good to excellent Variety	28	93
Little Variety	2	7
Assignment II		
Good to excellent Variety	21	70
Little Variety	9	30

C. Learning Value

Assignment I		
Excellent Value	30	100
Little Value	0	0
Assignment II		
Excellent Value	28	93
Little Value	2	7

II. Evaluation of Orientation

	Extremely Important	Important	Irrelevant
1. Sjostrom, "U. S. Exmployment Service"	2 *	24	4
2. Dawis & Weiss, "Work Adjustment"	10	18	2
3. Klaurens, "Behavior in Selling Group"	19	11	

---

* Number choosing this response

4.	Employer Panel	22	7	1
5.	Borow, "Man in World at Work"	18	12	
6.	Lee, "Dictionary of Occupational Titles"	5	21	4
7.	Tennyson, "Analysis of Worker Roles"	21	9	
8.	Meyer, Ashmun, "Educational Objectives"	20	10	
9.	Marks, "Project Plan"	6	21	3
10.	Moss, "Job Analysis"	8	16	6

Suggestions regarding the Orientation Materials

Of those students who responded to this portion of the evaluation the majority requested that more time be spent with businessmen or in activities where businessmen were present, such as the employer panel.* The next most frequent suggestion was to put more emphasis on desired goals so as to better appreciate the lectures and be able to connect them with desired outcomes.

Some students suggested that not enough time was allowed to digest the materials and that perhaps more group discussion and resource readings would have made the experience more meaningful.

III. Evaluation of Seminars

The most frequent response in evaluation of the seminar was a plea for more direction as to how to proceed in arriving at objectives and learning activities. A more structured work environment with specific, clearly defined goals was desired.

For the most part, however, most students felt that the seminar method was a very educational approach. The free exchange of ideas and the learning that took place from others was most rewarding.

Twenty percent of the respondents suggested that the small groups should be changed; people should be rotated from time to time for a change of perspective. Several of the respondents suggested that more individual work be done prior to the group meetings and that a written report be submitted summarizing the outcomes of the group work.

---

* Employer panel - 22 respondents indicated this was extremely important.

IV. A. Changes to be made in participant's program content as a result of the summer project experience

Several specific changes in course content were mentioned by respondents and are noted below. Generally speaking however, most felt that their overall content would be brought into a better balance between the various competency areas of distribution. The concensus seemed to be one of less emphasis on sales and more emphasi on learning activities which tie learning more closely to the actual work environment. Human relations, personality development, self-appraisal and business games were the most frequently mentioned changes.

Specific changes in program content

	Number Responding
Human relations	11
Career Opportunities in distribution	6
Student self-appraisal	5
Mass merchandising	3
Personality development	2
Psychology of sales	1
Critical steps of the sale	1
Inventory processing	1
Pricing	1
Financial Statements	1
Management problems	1
Student job Analysis	1
Electronic data processing	1

Note: Analysis and data processing mentioned only once yet very important area.

Note: Several students suggested they would make more than one change.

IV. B. Prospective changes in classroom methods as a result of the summer project experience.

Ninety percent of the respondents stated that they would be making definite changes in their classroom methods. The most frequent changes were: the introduction of more learning activities, individual projects based upon career goals, and the case problem approach to problem solving. Field trips and club activities were also mentioned.

Only ten percent, or three respondents, noted that they would make no change in their classroom methods.

IV. C. Prospective changes in coordination techniques as a result of the summer project experience

The largest number of respondents were most concerned with their training plans. Fifty percent noted that they would modify this phase of their coordination. More detailed training plans, training plans worked out in cooperation with the students and training plans that stress career objectives were mentioned as being new goals for improved coordination.

Sponsor-development is another phase of coordination that will be stressed. Twenty-seven percent of the respondents stated that they were going to start a sponsor development program in which the sponsor would be incorporated into the planning of training activities. This would be done in an effort to develop interest in training and provide a more meaningful work experience for the student.

An increase in the number of coordination calls as well as the development of classroom activities and projects more closely tied to career goals and work assignments were also mentioned among the changes to be made.

IV. D. Prospective changes in selection techniques as a result of the summer project experience

Forty percent of the respondents stated that they would make no change in the selection of their students as a result of the summer training project. The reason stated for this was that they had no control over student selection.

Those respondents who, to some extent, did control the selection of program participants stated that they would place more emphasis on career objectives in the selection process so that the student would be placed in a stimulating work environment most conducive to learning, maturation and overall development.

Ten percent of the respondents stated that they would more actively participate in a recruiting program reaching into the junior high schools for potential program participants.

IV. E. Prospective changes in placement as a result of the summer project experience

Here again the most frequent response was no change. We can not necessarily assume however, that this is an area which is beyond the respondents' control.

Among those respondents who do plan to make changes in their programs, the placement of students in areas of distribution other than in retailing was the most prevalent change suggested.

Other suggestions were:

1. Develop two different training stations for each student.
2. Be more critical of the type of training being given on the job.
3. Make certain that the training stations meet the career objectives of the students.
4. Select challenging positions for the more able students.

IV. F. Prospective changes to be made in the follow up of graduates as a result of the summer project experience

Seventy percent of the respondents stated that they would make no change in their follow-up procedures. We must assume that these people all are using some adequate means of following up on their graduates. Twenty percent of the respondents stated that they would be starting an active follow-up program this coming school year.

Suggestions regarding the follow-up of student learners were:

1. A detailed questionnaire to be sent out to each graduate along with a newsletter and a stamped reply envelope.
2. Emphasis should be placed on a long-term analysis of students career patterns.

V. Evaluation of directed occupational experience in comparison with occupational experience a teacher would get on his own.

	More Valuable	Equal	Less Valuable
1. Identifying Content to be Taught	26 *	4	0
2. Improving Teaching	26	3	1
3. Knowledge of Distribution	25	3	2
4. Occupational Information	22	6	2
5. Placement of Students	21	8	1
6. Examples to use in Teaching	24	6	0

Other suggestions:

1. Understanding Industry	2
2. Employer Employee Relations	2
3. Public Relations	1
4. Understanding Management	1

VI. Having Been enrolled in the summer training project would you advise others to enroll in a similar project?

A. One hundred percent of the respondents highly recommended that other teacher-coordinators enroll in a similar project. It was advised by several respondents that a project, such as the summer project, be refined into a course and be made part of the regular coordinators' training program.

B. In response to the question regarding stipends, seventy-seven percent of the respondents stated that they would enroll irregardless of the stipend. Seventeen percent stated that they would enroll without a stipend, providing credit was offered. Only two respondents stated that they would not enroll if no stipends or credit were available.

---

* Number choosing this response

C. One-hundred percent of the respondents agreed that it was necessary for teachers to get additional experience, within their field, particularly in a dynamic field such as distributive education.

VII. Evaluation of report forms used on the summer project

A. Job Identification Facts

The most frequent response was that these forms were adequate and easy to use. Many of the respondents felt however, that the first page did not offer enough room to note exceptions to the information asked for in the blanks.

The respondents stated that the Job Identification Fact Questionnaire allowed them to gain insights into the people holding the jobs as well as an awareness of the needs and requirements of the job. Some stated that the questionnaire was very helpful in writing their job description. Several suggested that they would use a similar form with their students in the development of a job analysis.

B. Sales job Description Check List

Most of the respondents expressed the feeling that the checklist was complete and easy to use. They felt that it was useful in pointing out the main functions of the job.

Approximately twenty percent of the respondents felt that the Checklist was not well suited to jobs other than direct selling positions. Several persons suggested that separate headings for retail wholesale and industrial sales be developed.

The overall response to the Checklist was positive both in' terms of administration and intent.

C. Importance and Satisfaction Card Sort

Twenty-five percent of the respondents stated that the Importance and Satisfaction Card Sort was easy to use. Many did state however, that the Card Sort should be administered to all of the employees within a given department and a norm developed for the entire group. On this basis it would be easier to determine if the respondents were giving their true opinions.

D. Information on the Worker

The response to the Information on the Worker Questionnaire was limited. Many of the respondents simply entered good, O.K. or none to the request for comments.

The comments that were made were, for the most part, positive in that it was felt that the questionnaire provided much information about the worker and about job satisfaction.

The most frequent criticism of the questionnaire centered around questions seven and eight which approximately thirteen percent of the respondents felt were irrelevant or about which it was difficult to obtain a reliable answer.

Several respondents suggested that the questionnaire include a request for a statement regarding what the employee felt that a high school student should know or be able to do should he aspire to a similar position.

VIII. Benefits Derived from the Summer Project Experience

All of the respondents praised the summer project very highly. Some responses occurred more frequently than others; therefore, in an attempt to obtain an overall feeling of the benefits listed, we have recorded them in statement form in their order of frequency.

1. The project allowed an opportunity to exchange ideas within the group to which we were assigned as well as with the total group. Much was learned from the experiences of others.
2. The summer project afforded time and guidance for us to update our skills in a more meaningful manner than if we had simply gone out and worked for the summer on our own. We gained guided insights into modern marketing techniques.
3. The summer project provided many opportunities for us to obtain and develop teaching materials.
4. The summer project allowed us to gain experience and insights into fields of distribution where we had no prior experience or contact.
5. The project provided experiences which will be useful in revitalizing our classroom presentations and in the overall enrichment of our programs.
6. The summer project put us into a position similar to that which our students must face on the job. The experience has made us more aware of the problems and confrontations with which our students must meet.

7. Being engaged in the summer project has provided us with insights into the needs of business. We should be better able to counsel and guide our students into a more suitable work environment.

8. The summer project provided us with experiences which will lead us to expand our emphasis on career development and self-evaluation with the intent of developing a greater degree of job satisfaction on the part of the student.

9. The summer project provided contacts with specialists who will be valuable sources of information, as well as resource speakers and supporters of the Distributive Education Program.

10. The summer project provided us with opportunities to observe distributive workers at their jobs providing us with insights into their interactions and, to some extent, understandings of the internal relationships formed within the work environment.

Follow-Up of Employers

Following the directed occupational experience phase of the project, the thirty-two participating firms were contacted by the project coordinators.

At this time firm representatives (personnel supervisors and department heads) were encouraged to discuss their reactions to the project and to the project participants with whom they were involved. The firm representatives were also asked to suggest any changes in the structure of the Pilot Program which they felt would improve an on-going program of this type.

Reactions to the project participants. The project participants were described by personnel managers and department supervisors as being "outgoing," "willing to help," and "very easy to get along with." Although these comments by the managers and supervisors were subjective in nature, the participants developed excellent rapport with the regular employees. They reportedly performed tasks assigned to them diligently and willingly.

Organizational recommendations. In reflecting on the organization of the training phase of the pilot project, firm representatives offered the following suggestions:

1. The supervisors should be given more information regarding their duties and relationships to the program participants.
2. Should such information be developed into a brochure or written plan, it would be most effectively distributed to the firm representatives two weeks prior to the beginning of the training program.

Insights into the Distributive Education program. The directors and department heads reported that they felt the project participants had given them a much better picture of what the schools were trying to accomplish through the distributive education program. On the other hadn, the firm representatives felt that the program participants had developed a more concise picture of the goals and problems of the firms in which they had observed and trained.

Inconveniences suffered by participating firms. Firm representatives pointed out several inconveniences incurred as a result of project participation. The most frequent inconvenience sighted was the loss of time resulting from the explanations and demonstrations of techniques and tasks by the full-time workers. Another problem developed around the scheduling of vacations of key personnel involved in the training of project participants.

For the most part, however, the firm representatives stated that they were pleased to spend their time and energies with such enthusiastic people.

Benefits to the firm resulting from participation in the project. The firm representatives and department heads all agreed that this type of program would be of value to the firm. Some of the most frequent benefits sighted are as follows:

1. Providing a future source of trained personnel for the firm.
2. Better understanding of the various tasks involved in marketing and merchandising.
3. The development of a better relationship between the customers and the salesperson.
4. Closer communications between the school and the business community.
5. Good public relations for the firm.
6. Employees have become more enthused about their jobs.

Firm representatives suggestions for program modification. Several of the personnel managers suggested that the project participants write a critique of their on-the-job training experience. They requested that a copy of this critique be submitted to the firm, thus allowing them to become more precise in fitting their training endeavors to the needs of the program participants. They also felt that a series of critiques might provide some ideas for improving the training procedures currently being used by the various participating firms with their own personnel.

General acceptance of the training program. All of the firm representatives who were contacted agreed that a program similar to the pilot project should be incorporated into the teacher training program for distributive education coordinators. They felt that this type of program "provided a realistic approach to the training of teachers of distribution and marketing."

The personnel directors and department heads pointed out that through directed on-the-job experience more insights are gained into the "real world" of business than can be gained by relying solely on a lecture-text approach.

The only qualification to the program's approach which was offered was in the nature of a request that the same firms not be asked to participate too frequently nor asked to take too many participants at one time.

Follow Up of Participants (January-February 1967)

1. What have you done since school started which helps your students gain a better perspective of a career in the distributive occupations?
   A. Did you use any of the job descriptions developed during the summer?--
      Yes 15

      Individual Counseling -- 7
      Resource Speakers -- 15*
      Students wrote narrative job description -- 8
      Records and tapes on sales careers
      References to occupational experience -- 12
      Critical Incidents -- 6
      Self Appraisal -- 7
      Film: "Selling As a Career" -- 1
      Weekly speaker program -- 3
      Provided more materials on careers -- 4
      Library Assignment and paper on careers -- 3
      Field Trips -- 8
      Brochures on post-high school marketing programs -- 4
      Job Manuals -- 2
      S. R. A. Guidance materials -- 2
      Career Day -- 2
      Field Interviews -- 4
      10th Grade Orientation by Advisory Committee -- 1
      Seminars on Careers
      DECA Project -- 1

2. What new learning activities have you used this fall to develop needed skills, attitudes, and understandings in the marketing functions, occupational adjustment, and career development?
   A. List new instructional materials.
   B. Which methods are most effective"

   A. Films:

      People Sell People -- 7
      Don't Call Me a Clerk -- Hardware Assn. -- 1
      The 90% You -- Men's & Boys Wear -- 1
      Slides from our occupational experience -- 1
      Shoplifting Films -- Ohio State -- 1

---

*More variety in use of resource speakers and field trips -- exploration of psycho-social dimension of workers' jobs -- use young speakers at operating supervisor level.

Printed Materials:

Borrowed films from retailers -- 1
Marketing Insights -- 2
Trade training materials & publications -- 7
DuPont Programmed Material -- 2
Job Instruction Training -- 1
Human Relations Training -- 1
Programmed Instruction on Pricing -- 1
Dittoed magazine articles -- 1
Harvard Management Series -- Case Problems -- 1
S.B.A. Bulletins
Business section of newspaper

B. Learning Activities

Resource speakers -- 5
Case Problems -- 17
Committee Activities -- 4
Role-playing -- 9
Critical Incident Reports -- 9
Field Interviews -- 6
Illustrations from own experience -- 4
Display - using materials -- 4
Panel discussion -- 1
Used occupational information files -- 1
Telephone conference with salesmen in local firm -- 1
Displays in local downtown windows -- 2
Discussion of trade journal articles -- 3
Emphasis on human relations & social competencies -- 1
Marketing project (Direct Selling) -- 3
Merchandise Manuals -- 3
Learning Activity Sheets from Project -- 1
Shopping Reports -- 2
Business Games -- 3
Oral Persuasion -- Practice in Communication -- 1
Showcard lettering -- 1
Periodic self-evaluations -- 3
Unit on establishing a business -- 2
Combination of refreshing illustrations and reinforcing methods and materials they had been using -- 2
Crossword puzzle developed in workshop -- 1
More use of overhead projector -- 2
Projects -- 4
More emphasis on Marketing Functions -- 3
Hand-outs -- 1
Students Operate School Store -- 1
Dress a Mannequin for Employment Dress -- 1
Personal Data sheet and application blank -- 1
Group discussion -- 1
School Fashion Show -- 1
Accompany a salesman for a day -- 3

The teachers were more conscious of the need for students to develop communication skills in order to interact effectively with employers, co-workers, and customers in the work situation. They were using more learning activities that gave the students experience in speaking and interacting in small groups. The learning activities also utilized techniques that force students to seek out information for themselves and to make decisions.

The critical incident report and case problems were the most frequently used learning activities. These were the methods that evolved from the training project and the seminar discussions.

The teachers also were using learning activities focusing on acquisition of product knowledge. They had obtained training materials from firms that participated in the project or firms in their community. Field interviews and directed observation were used to gather information.

Several teachers had their students do periodic self-evaluations of their job performance and progress. These included self-examination of satisfactions and values and studying occupations in terms of psychological and sociological factors.

Projects such as marketing a product, operating a school store, and planning a business of their own, were added to the methods being used. The total marketing process was studied rather than a narrow curriculum concept of salesmanship or retailing.

The teachers felt that the training project served to confirm the value of some of the methods and materials they had been using as well as to update their thinking and give them new illustrations to use.

One of the films reviewed during the seminar was used by fifteen of the participants -- for the first time.

3. In what ways have you changed your procedures in counseling and placing students in training stations?
   A. Are training stations reputable business firms?
   B. Do the jobs in which students are placed lead to desirable careers?
   C. Do the students receive fair compensation for their work, and are they satisfied with this wage?

Two coordinators mentioned difficulty in getting the training stations they wanted. These were new coordinators who had taken jobs where their predecessors had poor public relations. The coordinators were aware of the problem and were making efforts to rebuild the reputatio of the programs. Generally the coordinators were concerned with careful selection of training stations and their placements were in reputable business firms leading to desirable careers.

The post-secondary teachers worked out an internship program with statewide placement. The contacts that were made during the training project resulted in the acceptance and participation of firms in the internship program. Many firms have modified their college degree requirements for mid-management personnel to include graduates of the two-year marketing programs.

All student-trainees were receiving adequate pay for the training period. They were receiving the minimum wage or "going" wage. Students and coordinators were not satisfied with wages that were available at the completion of the training period. Students are hesitant to develop committment to a career in distribution when they feel uncertain about potential earnings. While they are in the training program they are not greatly concerned about wages. Their expectations when they graduate are greater than what many firms are willing to pay.

Statements made by coordinators.

Added training agreement -- 2
Dropped several training stations -- 1
Share counseling with guidance personnel -- 1
Student motivation most important selection criteria -- 2
Cooperation with counselors -- 2
Working relationship with unions -- 2
Broader view of potential training stations -- 1
Internship -- 2
Look at individual needs for placement -- 1
Use advisory committees -- 1
Enlists employer's help in training lower ability students -- 1
More placement in full service selling -- 2
More time on individual counseling -- 2
Greater concern with career development

4. If you have a cooperative program, what have you done to improve the effectiveness of the training sponsor at the training station? Consider the following:

A. Do training plans reflect the responsibilities of the training sponsor?
B. Is there a written record of daily coordination calls?
C. Is there a progress record on file for each student indicating training received and needed future training?
D. Is the advisory committee used to improve the effectiveness of the training sponsor?
E. What help has been given to training sponsors to make them better teachers?

A. Written training plan -- 12
Verbal training plan -- 7

B. Record of coordination calls -- 11
(Usually a check list)

C. Student progress record -- 13 (weekly)
Training plan review -- 3
Student reports of training -- 9

D. Advisory Committee Organized -- 12 (6 weak, 6 strong)
Participation in sponsor development -- 6

E. Kinds of help given to training sponsors
"Now That I'm a Training Sponsor" brochure -- 5
Fall meeting to develop training plans -- 1
Rotate training sponsors as guests of advisory -- 1
Plans to use group meetings -- 1
Supervisory Training Course -- 1
Advises training sponsor of classroom instruction that student can apply -- 1
Advisory Committee help with publicity -- 1
Individual help -- 3
Orientation meeting -- 2
Suggestions for specific training -- 1
Frequent coordination calls -- 4
Advisory committee consulted on courses -- 1
Meeting where sponsors share ideas -- 1
Mail materials -- 2
News letter on DECA -- 1

In the opinion of the staff members who made the follow-up study some of the coordinators could do more to insure that quality training is given. The experienced coordinators who have been in the same community for some time and have established a close relationship with training sponsors feel that training is given through mutual understanding. This relationship takes time to develop and training is not assured the new coordinator. In programs where there were strong advisory committees, written training plans, student progress records and special programs for sponsor development the following benefits were evidenced to the staff visitors:

Adequate coordination time for the teacher -- no extra classes
Good classroom facilities and equipment -- model stores
Motivated students pursuing careers in distribution
Community interest in the program
Coordinator confident that good training was being given
Administration support for the program

Several coordinators were developing training plans and making more frequent coordination calls as a result of their experience in the training project. There appears to be a relationship between a coordinator's occupational experience and his utilization of advisory committees, training plans, and sponsor development activities. This may be a matter of self-confidence and being able to talk to business people about their problems. Through the training project the less experienced coordinators gained confidence which improved their rapport with business people. They were also more aware of the need to work with advisory committees and training sponsors to develop a sound training program.

5. What has been done in utilizing an on-the-job experience to help students broaden their backgrounds and develop occupational competencies and habits that have application to the various jobs they will hold during their working life as well as advancement to higher positions?

   A. Do they understand the broad spectrum of jobs in distribution?
   B. Have they received pre-management or management training?

   A. Use of school store to get perspective of a total operation -- 2

      Marketing project -- 1
      Occupational information materials -- 1
      Job Manuals -- 2
      Assignments to study variety of occupations and levels -- 5
      More emphasis on job of sales representative -- 1
      Unit on occupations and Career Planning -- 3
      Critical incidents -- 1
      Management concept covered in classroom instruction -- 4
      Case problems and decision making -- 4
      Responsibilities assigned through coordination -- 3
      Rotation on-the-job -- 1
      Seminars and discussion of on-the-job experiences -- 1
      Use of variety of speakers and field trips -- 2
      Placement with growing organization -- 1
      Economics course -- 1
      More time on Employer-Employee relations -- 4

6. What kinds of activities have been used to help students sharpen and reality test occupational stereotypes for rational vocational choice making and career planning?

   Self-Analysis -- 4
   Field interviews of workers and employers -- 5
   Individual counseling -- 3
   Career Planning Unit -- 3
   Small Group Work -- 1
   Occupational information materials -- 5
   Aptitude tests -- 2
   Field trip -- analyze worker roles -- 1
   Study occupation trends -- 1
   Brochures on Vocational Schools -- 2
   Job Satisfaction Test -- 2

Dress standards for work -- 1
Resource speakers -- 7
Job description assignments -- 3
Store Manuals -- 1
Student attend civic club meetings -- 1
Guidance tapes and filmstrips -- 2
School store -- 3
Course on Occupational Research (post-high) -- 2

7. What specific units or parts of units have been added to your curriculum as a result of your summer experience?

Personality -- 3
Product knowledge -- 6
Human Relations -- 6
Economics -- 1
Professional salesmanship -- 2
Discount store procedures -- 1
Turnover -- 2
D.E.C.A. contest program -- 1
Small group training -- 1
Career Planning -- 2
Management -- 5
Stock Control -- 4
Communications -- 1
Newspaper and TV advertising -- 2
Marketing -- 2 (broader concepts)
Display -- 2
Showcard lettering -- 1
Self-appraisal and job analysis -- 2
Buying -- 2
Pricing -- 2

Two coordinators structured entire courses of study from their summer experiences.

The coordinators examined their courses of study for relevance, sequence, completeness and importance as a result of their occupational experience. They added a few units, but the most significant changes in content were in the emphasis given to particular competencies and the methods used to develop these competencies. Their contacts and observations with sales respresentatives and "professional" salesmen resulted in their placing more emphasis on product knowledge and communication skills.

In their instruction they tried to help students relate the marketing functions to a total operation, instead of teaching salesmanship, advertising, display etc., as isolated functions. This may have been the result of the type of occupational experience they had in the training project where they had the opportunity to study the total operation of a business. Students were taught to view their jobs as part of a total marketing process and not limited to retail store merchandising.

8. Can you pinpoint one specific thing you are doing in your program that you consider the greatest benefit derived from the summer workshop?

Seeing students as individuals with individual interests, needs, etc., and need for better counseling -- 4
Contacts with employers -- 4
  a. for developing training stations -- 2
  b. use as resource speakers -- 1
  c. source of training materials -- 1
Self-confidence -- 5
Salesmanship as a highly developed skill -- 3
Perception of manager's problems -- 5
Information and illustrations that improve instruction -- 8
Testing principles being taught -- 4
Need to work closely with training sponsors and employers -- 4
Need for training -- 4
Need for a "training plan" -- 2
The importance of helping students adjust to the psychological and sociological dimensions of a job (communications, personality, human relations) -- 6
Critical incident technique for structuring classroom discussion -- 2
Association with the coordinator group -- sharing ideas -- 3

The specific things mentioned varied with individual coordinators, however these benefits can be interpreted as evidence of reaching some of the objectives for which the program was planned. The question calls for a single response, however the coordinators wanted to mention numerous benefits.

9. Are there any materials you would like to give me which might be helpful to other distributive education personnel?

Materials Collected:

Projects:

Advertising -- 1
Owning a Business -- 3

Course Outlines -- 5

Hand-Outs -- 5
Thermo-fax copy of trade article -- 2
Written program of work -- 1
Transparency for giving tests -- 1
Training Schedule -- 2
Film slides on discount stores

The staff members making the follow-up calls did not collect many materials, however there were many new materials being used. These consisted of materials developed in the training project, resource materials reviewed during the training project, and training materials obtained from business firms. Many of the case problems were derived from the occupational experience of the coordinators. There were several well-designed projects which received a good response from students.

10. How have you used the project method in your classes? (kinds of projects, use of those developed in the workshop, any other comments).

Projects:

Planning entire sales promotion -- 5
Product information manuals -- 4
Sales Demonstrations -- 4
Fund-raising -- 1
Job Manual or Store Manual -- 2
Display construction -- 6
Comparison shopping -- 1
Establishing or operating a business -- 4
Marketing Project (marketing a product) -- 5
Community survey -- 3
Training manual -- 1
Forming a corporation -- 1
Layout -- 1
DECA Week Promotion -- 2
Operate school store -- 3
Fashion Show -- 1
Plan and carry-out classroom instruction for a day -- 1
Speech to a civic group -- 1
Library Project: Cases -- 1

The projects are used in pre-employment, cooperative high school and in post-secondary classes. Some projects are continuing activities where the student completes different phases as the relevant concepts are covered in the classroom instruction. This was the pattern for Job Manuals, Establishing and Operating a Business, and Training Manuals. The projects that seemed to be most productive were the operation of a school store or the marketing of a product. One school was marketing pens and pencils which were sold in quantity to offices and stores in the community. This provided an opportunity for industrial selling experience and a broadened concept of marketing. "Operating the school store" was also a valuable project for developing occupational competencies in all phases of merchandising. The coordinators also see the projects as a method of preparing slower students for employability.

Acknowledging a certain amount of bias, the staff members who made the follow-up calls were impressed with the activities going on in the programs of the coordinators who had participated in the training project. Where there were deficiencies or problems, the coordinators were trying to do something about it. They had strengthened their relationships with people in the business community. They were using ideas and examples they had drawn from their summer experience in trying to prepare their students for the realities of the work situations. The teachers themselves had a more positive attitude toward the distributive careers and the opportunities for young people.

It was evident to the staff members that teachers tend to use methods of instruction that they experienced in their own learning. The directed observation techniques used in the training project were being used by the coordinators in their instruction and training -- critical incidents, job descriptions, seminars etc. This suggests the importance of directed occupational experience by the teacher training institution and helping the teacher to transfer his observations and experiences to instruction.

Self-Evaluation on N.S.S.S.E. Criteria

The participants in the project were asked to evaluate their programs on the Evaluative Criteria Form for Distributive Education, 1960 Edition, of the National Study of Secondary School Evaluation. The evaluation was made in May, prior to the Training project, and again in December, five months after the project.

The greatest value in asking the participants to do the evaluation was in the improved standards that the teachers sought for their programs. It is difficult to draw conclusions about the actual improvements on the criteria because in many cases the teachers became more critical of various aspects of their programs. On many items which they had indicated in May that there were "extensive" provisions, they indicated that the provisions were "moderate" or "limited" in the evaluation made in December. Having become better informed on the occupations and the needs of individuals in the occupations, they tended to be more critical of their present practices, facilities, and evaluation. They were more aware of the needs for:

(a) Surveys and studies of employment opportunities as a basis for program planning.

(b) Advisory committees to assist in planning and developing a program.

(c) Correlation of classroom instruction with occupational experience and coordination efforts to insure that training on the job is provided.

(d) Staff members with preparation in vocational guidance, job analysis, and occupational information.

(e) Self-study materials to use in connection with specific instruction needed by students.

(f) Facilities and equipment specific for teaching marketing and distribution (model store units, display equipment, etc.)

(g) Improved procedures in enrolling students on the basis of need, interest, and ability.

Those areas in which the teachers felt they had improved were:

(a) Use of advisory committees in developing their programs.

(b) Planning instruction based on the needs of individuals engaged in marketing and merchandising.

(c) Use of business resources in the community.

(d) Reference and self-study materials related to distribution and the career objectives of students.

(e) Preparation of the teacher in vocational guidance, job analysis, and occupational information.

(f) Correlation of classroom instruction with on-the-job training.

Those areas in which teachers are still dissatisfied with their programs and in which they feel the greatest need for improvement are:

(a) Public relations and a better understanding of the program among parents, students, guidance personnel and school administrators.

(b) Better classroom facilities, particularly space and time that the classroom is available for use by the D. E. teacher.

(c) Selection of students who will make a "satisfactory" and "satisfying" adjustment to a distributive occupation.

(d) Development of training stations and training plans that lead to satisfying careers in distribution.

As a result of working with the D-5 Evaluative Criteria of the National Study of Secondary School Evaluation, a group of the teacher-coordinators, who were in the Pilot Training Project, have proposed that the Minnesota Association of Distributive Educators draw up a similar evaluation plan for distributive education programs in Minnesota. They became very conecious of the need for standards and felt that a well-designed set of evaluative criteria would strengthen local programs in the State. It would give local administrators a set of guidelines for making adequate provisions in the school program for a good D. E. program.

While the Evaluative Criteria had only limited use as a means of evaluating the Pilot Training Project, it was extremely useful in making the participants aware of a need for standards, and in helping them to establish goals for improvement of their programs. It is evident from their evaluations that the Pilot Training Project confirmed the need for certain standards that were accepted, but not fully understood.

Evaluation of Instructional Materials

The participants identified problems and needs for training jobs and work environments where they received their occupational experience. In the seminar groups they derived the desired behavioral objectives related to these needs and problems, and assigned individuals to develop learning activities to achieve the objectives. The learning activities were classified as contributing to a technical competency, an occupational adjustment competency, or a career development competency, at the pre-employment cooperative part-time high school, or at the post-high school levels. Copies of the learning activities were read and evaluated by the staff, and by three other authorities on distributive education from outside the State. These included a teacher-educator, a state supervisor, and a researcher. The following table shows the distribution of the learning activities in the various classifications and the number that received enough acceptance to merit duplication and distribution.

CLASSIFICATION OF LEARNING ACTIVITIES

	Total	Pre-Empl.	Coop	Post-Hi	Acceptance
Technical Competencies	60(1)	32	30	24	44(2)
Occupational Adjustment Competencies	45	17	21	9	38
Career Development Competencies	36	12	22	8	26

(1) 16 of these were "Projects," and a number of them were considered appropriate for all three levels.

(2) Acceptance was determined by the endorsement for use by at least two of the three authorities from outside the State.

Among the technical competencies, over half of the learning activities focused on salesmanship skills with frequent use of field observations and role-playing of sales situations. Work attitudes and human relations were the major focus of the learning activities under occupational adjustment, and case problems were frequently suggested to achieve the objectives. Career development competencies were primarily concerned with self-understanding-- needs, values, goals, etc.-- and gaining a meaningful picture of the distributive occupations. The learning activities called for use of resource speakers, field trips, field interviews, and job analysis to learn about the occupations.

Different kinds of self-appraisals and group discussions to clarify values were frequently suggested to further self-understanding.

Those who evaluated the learning activities were more in agreement about the value of the activities that were concerned with career development. This may be due to the relatively little emphasis that has been given to career development competencies in previously published instructional materials. Furthermore, the learning activities were designed to bring out the psychological rewards of a job and to 1 help individuals to examine themselves in terms of needs, satisfactions, and value, as well as the ability requirements of a job and self-analysis of abilities and interests.

The staff members were pleased with the attention that was given to the procedure of deriving instructional objectives from observation and analysis of the work situation. Some new content evolved from this process. Many of the activities require some modifications and editing; however, the content and the methods are clearly vocational---focus is on development of competencies needed for the occupational adjustment.

The format for the design of the learning activities is shown in the Appendices. Participants received copies of the 141 activities submitted, and the follow-up visitations indicated that the participants had used many of the activities in their instruction. Samples of each of the three classifications of learning activities are shown on the following pages.

Learning Activity

CAREER DEVELOPMENT COMPETENCY

Title:	Identifying and clarifying values to further career	**Level**: H. S. Prep
Problem:	To get students to develop values and a philosophy of work and careers.	
Objective:	Student should be exposed to identifying and clarifying values in order to further careers.	

1. Understand why people work and the satisfactions people receive from working.
2. Understand what motivates people to want to succeed.
3. Realize that people have different values.
4. Realize the need for a set of values.
5. Planning of goals in which their values can be met.

Materials and Equipment: None

Procedure for the Learning Activity:

1. Interview people who work in the career a student is interested in, to discover:
   a. Why people work
   b. Satisfactions derived from work
   c. Dissatisfaction in their work
2. Read and prepare a report on an autobiography, or biography, of someone who has succeeded in the career a person is interested in.
3. Have a panel of community leaders discuss values, could include businessmen, personnel administrators, counselors, and clergymen.
4. Round table discussion by the students to discuss values and the need for values.
5. In the preparation of a career paper have the student develop a section on his views on work, values, and philosophy.
6. Have the students rate their needs, using the Minnesota Importance Questionnaire. From this have the student see how his career choice will fill his needs and values.

Learning Activity

OCCUPATIONAL ADJUSTMENT COMPETENCY

Title Job Satisfies Needs **Level:** H. S. Prep

Problem: Young people fail to always see that there is more to work than just receiving a pay check. Some of these attitudes have been passed on to them by adults who fail to achieve job satisfactions. Youth must be made aware of the fact that many people work for satisfactions other than monetary. The individual who is working merely for a pay check generally fails to put the most into his work, and also fails to get the most out of his job.

Objective: Student develops consciousness of his own needs and examines how the job attempts to satisfy needs.

1. Evaluates job, and lists those things that offer him a great deal of satisfaction.
2. Examines himself, and prepares a list of those things that represent needs to him.
3. Reacts to how job enables him to take his place in society.

Materials and Equipment None

Procedure for the Learning Activity:

The most effective means for attempting to teach these concepts is in discussion. Here is a place where group discussion can be used to advantage. There must be a well established rapport with the group for this to be effective. Perhaps the teacher should start the class off by discussing some of his needs, and the class members will add to it as they go along. A list can be compiled and put on the chalk board. Then one by one, they can be discussed, and some of the following questions can be asked:

1. How does the job solve the need for money?
2. Does it solve the need for recognition?
3. Does it solve the need for something to do?
4. Does it fulfill your need for friends?
5. Does it give you status among your friends?
6. Does it make you more independent of your parents?
7. Does it satisfy your need for success?

More questions can be thought up by the group. This could be an assignment for the students to do.

The case study is also an effective means for developing this problem.

Learning Activity

TECHNICAL COMPETENCY

Title: Closing the sale **Level:** H. S. Prep

Problem: Many salespeople, especially new employees in selling, do not know how to close a sale. A salesman can know everything there is about a product but if he can't close the sale everything is lost. When a sale is lost the student should try to analyze what he did wrong.

Objective: The student should be able to analyze lost sales and see what he can do to improve on himself.

Materials and Equipment:

1. List of possible things the student could have improved on in his closing of the sale.

Procedure for the Learning Activity:

Discussion of questions a salesman could ask himself after the sale is lost.

1. What mistakes did I make in my greeting?
2. Did I have a warm and friendly smile?
3. Was my personal appearance what it should have been?
4. Did I show the right goods?
5. Was my language adapted to the customer?
6. Did I talk too much?
7. Did I tie up each point as I went along?
8. Was I nervous in my demonstration or presentation?
9. Did I really overcome his objections when raised?
10. Were there questions on the goods I could not answer?
11. Did I knock my competitor?
12. Did I argue or act discourteous?
13. Where was I weak in my closing?

NARRATIVE JOB DESCRIPTIONS

Each workshop participant was required to develop a minimum of two narrative job descriptions--one for each firm in which he participated in the directed occupational experience.

According to Joseph Samler[1], most occupational information is geared to Economic Man, and the psycho-social dimensions of work are pretty much ignored. The traditional approach has been to develop job descriptions which include duties, needed specialties, earning, working conditions, physical characteristics, and required training. Samler feels both approaches to occupational information are necessary in order to do a better job of guidance into the world of work. Therefore, more emphasis should be given to the psycho-social dimensions of work in helping young people acquire career development and occupational adjustment competencies.

For the purposes of the workshop, it was thought desirable to develop narrative job descriptions based on distributive occupations. It was felt this type of information would be very helpful in informing young people about the personality of a person in the occupation; his attitudes, values, and frustrations; patterns of interactions--both satisfying and annoying; how he gets his rewards; and the expectations of the person in accordance with the expectations of those around him. The main objective of this psycho-social approach is to help a person investigate the psychological and sociological elements of occupations that may make the difference between a sound or poor occupational choice.

It is evident that the narrative job description is also more interesting to the reader. He has a realistic opportunity to identify with the worker and the work environment, and to look at himself in relation to the occupation. This type of information should prove valuable to distributive education personnel in working with their students.

---

[1] Joseph Samler, "Psycho-social Aspects of Work: A Critique of Occupational Information," Personnel and Guidance Journal, February 1961.

Looking ahead, it can be visualized that if enough information of this type could be developed, guidance and counseling personnel would also be able to do a better job of imparting useful occupational information about distributive occupations. This approach may also be used as a learning activity for students in a distributive education program. In fact, one of the workshop participants has incorporated this type of activity into his curriculum.

Samples of the type of work done by the workshop participants are included at the end of this part of the report. It will be noticed that the emphasis is on personal behavior rather than on duties and tasks performed. Workshop participants indicated that this type of approach to occupational information made them more aware of the person in the occupation--everything about him in relation to his work environment which would provide clues as to why he was in the occupation. Many insights were gained into the psycho-social dimensions of the distributive occupations as a result of this activity.

NARRATIVE JOB DESCRIPTION # 1

WHOLESALE SALES REPRESENTATIVE

Clayton B________ is a very successful sales representative for the ________ Company. In the five years he has been with the company he has increased toy and hobby sales from $20,000 to $4,500,000. Several factors account for this outstanding increase.

1. Clayton had been a sales representative for a competing toy wholesaler that went out of business.
2. The ________ Company shifted its distribution emphasis from hardware merchandise to toy and hobby lines when he joined the organization.
3. Clayton had worked with several large retail accounts and he was able to switch their business to the ______ Company.
4. He has been able to develop several new large accounts in the past few years.

Clayton possesses many of the personal characteristics necessary for success as a sales representative. He is outgoing, friendly, optimistic, and aggressive. His experience as a toy buyer for eight years and a sales representative for 17 years enables him to analyze the retailers' buying problems and needs. He is responsible for 22 of the large retail accounts in the Twin Cities and knows the idiosyncrasies of each buyer. The retailers expect him to furnish follow-up delivery service, product information, and merchandising advice on short notice, expecially during the Christmas rush. Consequently, he works many hours, day or night, during this season. During the summer months he has a period of relative slow sales and inactivity which causes him to feel restless and somewhat guilty. He must defend the use of his time to the sales manager so he occasionally "hides out." He justifies his action by stating that the company wants him available to service the large accounts at any time. If he is engaged in working with small accounts he might be neglecting the accounts for which he is primarily responsible. The sales manager delights in giving him the needle about his summer "on-time" golf at this time. He returns the barbs in kind as he has learned that to be submissive to this manager only invites increasing job pressure.

Clayton, because of his leading sales, is often used as an example for fellow salesmen at meetings by the sales manager. This reference he resents as it makes his acceptance by associates more difficult. Perhaps this desire to be accepted causes him to be more outgoing than the other salesmen. This number one sales ranking, however, is a main source of motivation and pride resulting in long hours of hard work during the main selling season.

A lack of management and inter-group communications is a main concern of Clayton's. This lack he blames on the straight commission, every-man-for-himself approach to selling. Individual problems are not shared with the sales manager as it is feared that he will see these problems as weaknesses of the salesmen. If the company is to expand he believes that the avenues of communication must be improved.

Being fifty years old, he is concerned that the company has no fringe benefits such as insurance or retirement plans. He has approached the management several times regarding this concern. Each time he has been told that he makes more than enough on a straight commission basis. Since the company pays good commissions to top producers and gets rid of poor producers, it believes the compensation method best suits their objectives.

To build a "nest-egg" Clayton has invested in a new firm with two other friends. The firm has been losing money which serves to increase job tensions.

In summary, Clayton enjoys the challenge of selling, working with people, having a variety of experiences; and is, as he says, "hungry." He has adjusted to the tensions caused by his sales manager, associates, and the differing personalities and objectives of his customers. He is currently the top sales producer which places him in a favorable light with the management. With his merchandising experience in toys and acceptance by the large-account retailers, he feels he has built good job security. He has achieved both job satisfaction and satisfactoriness. This achievement, however, was earned by paying the price of conscientious and continuous effort. The failure to pay this price while expecting immediate, high rewards, he believes, is the main reason for the failure of many young salesmen in the wholesaling field.

NARRATIVE JOB DESCRIPTION # 2

RETAIL SELLING

Bill H. is a retail salesman for the Varsity Department of a large department store located in a large mid-western city.

As a retail store salesman, Bill is expected to be on the selling floor twenty minutes before the store is to be opened for the day's business. He is expected to work a full eight hours per day with fifteen minutes for coffee both in the morning and afternoon plus forty-five minutes for lunch. There are times when the store is open every night. During these special events Bill is asked to work evenings along with his regular schedule. Also, because the store is open two nights a week, his is asked to work longer hours on these days because of the difficulty of obtaining good qualified help to fill in. Bill's two days off do not come on Saturday and Sunday but on Wednesday and Sunday, for Saturday is a big selling day for the store.

Because of the nature of the job, Bill is an outgoing person who enjoys meeting new people. He enjoys a job where there is a lot of activity and seems to be at his best when the department is crowded with potential customers. He has an easy, comfortable manner which is so necessary in a job where one is constantly pursuading people to buy items and can thus instill confidence in the customer that he is sincere in his wanting to serve them.

Bill does not enjoy the social prestige he would like because of the work he does and the pay he receives. Because of this he has, in the past, considered going into another area of selling where the pay can be much higher, but says he never does because he enjoys the steady work and security his present job gives him. Also he feels that the job is a little confining and regimented but again feels that this disadvantage is offset with his being able to work with "things," learning about and working with merchandise, plus the chance to use personal judgement and initiative in every sales situation.

Because Bill works for an organization whose prime purpose is to sell goods, every employee must be concerned with the promotion of these goods either directly, in the case of Bill and other salesman like him, or indirectly, as is the case with the people in the advertising department. The primary objective of Bill's department is to develop maximum sales at the highest profit and to maintain the highest standard of salesmanship as expressed through complete and thorough product knowledge, effective sales techniques, courtesy, a friendly positive approach, and a general overall willingness to serve the customers.

The type of selling Bill does requires a great deal of product knowledge due to the variety of merchandise in the department and to its seasonal and stylish nature. Along with product knowledge it is important that Bill is service-oriented and that he develops selling techniques which will help him uncover the customer's wants and needs, thus allowing him to satisfactorily service the customer from the customer's point of view.

For Bill, taking care of the customer is to hold preference over all other duties. He must approach the customer in a pleasant, friendly manner, quickly ascertain the merchandise desired through intelligent questioning and then assist the customer in making her selection by helpful suggestions - pointing out what the item will do for her along with mentioning other selling points such as quality, durability, popularity, care, etc. All this is done by getting the customer involved in the sales presentation through intelligent demonstration of the item. Bill also has to be agressive enough and intelligent enough to know when to ask for the order and thus skillfully close the sale.

In addition to his selling duties, Bill is responsible for taking stock from the store room adjacent to the department and putting it on shelves or racks in a neat and orderly way. This merchandise has to be maintained, requiring constant sorting, piling, and rearranging whenever a customer has messed the display.

Because of Bill's tenure in the company he has been given responsibility to okay checks, certain types of custom accounts and cash register voids. Along with this he has the responsibility to see that all the clerks who ring on his register check out properly each evening.

Because of his knowledge of the department he should be on the lookout for anything which should be changed so as to make the department as efficient and attractive as possible. He should also recommend which items should be mark-downs or put on clearance, and recommend carrying items not normally carried in stock when, in his judgement, there is sufficient calls to indicate a good market for the merchandise.

In addition to the above duties, he is responsible for maintaining departmental displays and for working with the display personnel who put up the major displays in the department plus making sure that all showcards are properly placed and neat appearing.

At all times he is to be on the lookout for shoplifters and if one is sighted to notify the proper authority.

All things considered, Bill feels that the irregular and sometimes long hours, the tired feet and sore back, the sometimes cranky customer, and the not-too-high paycheck are more than offset by his feeling of being of service to people, the security of a steady paycheck, the pleasant work surroundings, the variety of customers, and the constant activity which he finds every day in his job.

NARRATIVE JOB DESCRIPTION # 3

ART AND COPY SUPERVISOR

The Art and Copy Supervisor of a newspaper is looked upon by the community and the newspaper to be one who contributes freely and participates actively in community activities. He is expected to contributie in a social service manner to community life. Without this feeling of the being of service to the community and being in a position of public trust the job of being an art and copy supervisor would probably not be a rewarding experience to the individual. Neighbors and friends would observe him quite casually in his daily routine and would look upon him as having a fairly high degree of social statue, i.e., he would receive more praise than criticism for the job that he performs and the type of work that he does.

He is one who very much feels the need to be able to do something that makes use of his abilities. This stems from the fact that he probably was able to make better use of his abilities in any job prior to advancing to the position of art and copy supervisor. He is one who should like to work independently or else he will probably find his job frustrating. He very rarely finds himself being supervised by any superior. He is left to make decisions on his own without much help from others. It is important for the art and copy supervisor to work in a situation where his co-workers get along with each other fairly well. This is because he is usually found having lunch and coffee with his co-workers and talking about things of similar interests that are outside of the firm. This, therefore, evolves the need for his co-workers to be compatible and also for him to be compatible with his co-workers.

The variety of work in this type of job diminishes to quite a measurable degree as opposed to when he might have been an employee in an art and copy department. The task of carrying out regimented details such as checking of sales representatives' work orders and then routing these for work within his department and routing these for billing, and the checking of advertising layouts and copy make the job too routine for a creative person; and one must certainly possess some amount of creativity in order to advance to this position. As he advances to this job from a lower one, he finds that he loses the creativity or the opportunity to be creative that he originally appreciated.

His subordinates whom he supervises, generally, do not hold him in very high esteem. This difficulty is due to the fact that he is dealing with creative people (art, copy, and layout), and he is forced to realize that these people have different needs and drives in their particular jobs than do other employees within the firm. He is faced with the pressures that these people have in their difficulty of meeting the demands of sales representatives. The art and copy supervisor has to work with the creative people and understand their needs as well as working along with sales representatives and understanding their needs and problems; and then, he must try to bring these two groups together for an effective and harmonious relationship that helps to make for a better retail advertising department. Then, too, he becomes faced with the problem of trying to communicate with these two groups and at the same time communicate their ideas to the composing department as well as communicating composing's ideas to the art and copy people. He is literally involved in a problem which involves threeway communication and feedback; and then he must realize that these three groups are mainly concerned with their own individual problems. Thus, he is faced with a lack of empathy between the three aforementioned groups.

The art and copy supervisor also has little opportunity to be very organized. It just doesn't quite work out the way one would like. He has to more or less play it by ear in organizing because of the fact that he is mainly dealing with creative people. It becomes next to impossible to be able to determine how much time should be spent in doing a given job; e.g., a layout, artwork, or copywriting. There is no comparison here with similarities of other supervisor's roles in which organization can be made easy by being able to determine how much time and motion should be spent in doing a certain job or task. Therefore, the art and copy supervisor's job is made more difficult by trying to organize and schedule and supervise the work of the creative people under him.

There is also a stigma attached to education, or better phrased, a lack of education. It is commonly felt in art or art and copy departments that personality conflicts arise from those people who have the lesser amounts of education.

Although the art and copy supervisor can pretty well determine just how hard he has to work in addition to the compensation of being pretty good, he has to expect to advance in position very slowly beyound this job as further advancement is quite limited.

NARRATIVE JOB DESCRIPTION # 4

RETAIL MANAGEMENT TRAINEE

The retail management trainee faces a challenging career. . .one involving problems and pitfalls which must be overcome. The problems and pitfalls are not initially obvious to the trainee. Too often he has been misled or misinformed by over-zealous teachers, company brochures, and personnel managers. The title "management trainee" does not completely describe the actual duties and responsibilities of the position. The job applicant is sometimes led to believe that the "training program" is really an extension of his college curriculum and work schedule. The aspirations of the applicant are further stimulated during the employment interviews by case histories of trainees "who got ahead in a hurry." Little or no mention is made of those trainees who dropped by the wayside in the early months or years. One national retail company, for example, lost 2,300 or its 2,700 new trainees in 1961. Evidently there are pitfalls for the management trainee.

What then are the pitfalls and problems that students should be aware of? The following remarks of interviewed trainees suggest several danger areas:

1. "They say the first 60 days we should be mainly concerned with just learning the procedures. But really you should get in there and sell. Open as many new credit accounts as you can. What counts is that sales production record."
2. "The old-timers can help you or kill you. If you believe you are a "manager" right away and order them around, you're done before you start. You have to rely on them for your training initially so you had better recognize this fact."
3. "After you have been in the department for awhile the sales people will begin to consider you as a manager and seek your help or advice. If they do be sure to track down the answers or information. Don't pass the buck or you will lose their respect and confidence."

4. "The Monday morning hour and a half training session is primarily designed to pump company blood into you. The study briefs are often too general. You've got to learn the procedures on the floor. Sometimes, when we can discuss things, we learn a great deal from the training."
5. "The company policy states that a trainee cannot work over 40 hours. You have to come in early and leave late "unofficially" to get everything done. A big problem is getting everything done on time. You have to learn time and work organization or you will run from crisis to crisis with no results."
6. "You have to make your own receord and breaks. You must take the initiative. Find an area in the department that needs improving. Work hard in this area to beat last year's record. Your department manager will recognize your efforts and give you more training and responsibilities."
7. "Really know your merchandise. Unless you can become enthused about the features and qualities of the merchandise and can convey this enthusiasm to your sales people and customers, you don't belong in retailing."
8. "Follow the rules. Work harder than the sales employees. Be sure not to take advantage of breaks and lunch hours. Your employees will follow your example."
9. "Keep smiling. You will have bad days, but remember that your morale will affect your fellow salespeople and your sales productivity."
10. "Pay attention to details and procedures. Sloppy or inaccurate record keeping, buying, or cash register operation will affect many departments. You can be sure that the errors will all come back to you."

The trainee certainly does face pitfalls. What, however, are the rewards, satisfactions, and reinforcements that motivate and reward him? Again, a listing of such factors as mentioned by trainees is helpful.

1. The daily challenge of meeting and overcoming new merchandising, sales promotion, and customer problems.
2. The wide variety of activities and responsibilities that provide job variety and excitement.
3. The enjoyment of competition with other departments, stores, and last year's records.
4. The recognition that comes from clearly measured and evident accomplishments.
5. The knowledge that new opportunities and promotions are possible within an expanding company.
6. The chance to advance to supervisory positions as soon as a person shows the ability to do so.
7. The "espirit de corps" found in certain departments, stores, and companies.
8. The enjoyment of working with certain types of merchandise and customers.
9. The motivation of increased earning power based on merit job reviews.
10/ The goals of one day being a store, district, zone, or regional manager. . .such positions having recognizable prestige and recognition.

If there are problems and pitfalls along the way to promotions, why do so many trainees fail? Reasons given by company officials as well as trainees include the following:

1. "The person considered retailing as just another job on his road to a truly "management" position. Retailing wasn't thought of as a professional career. When the retailing job demanded career sacfifices the person wasn't willing to pay the price."
2. "Not enough studying and analyzing of careers or particular companies was done. The person accepted the job because it might have been the first one offered to him. Unless a person is sold on the career and the company he will have lingering doubts that will affect his career progress."
3. "The management trainee will sometimes think that his initial sales and stock responsibilities are only temporary. He doesn't master his present position so he can qualify for the next promotion."
4. "People problems often kill a trainee. He can't adjust to the older employees or a particularly demanding supervisor."
5. "Impatience. The retail trainee sees his friends make more money faster, and he is not willing to wait for the eventually greater rewarding positions."
6. "An inability to adjust to the pace of retailing. Failure to meet time and work schedules is a snowballing problem that buries the disorganized trainee."

This analysis of the challenges facing the retail management trainee is not meant to emphasize either positive or negative aspects. Such information should be made available to students considering retailing careers. Being aware of possible problems should better prepare students for necessary career adjustments.

Retailing is now actively seeking young graduates as it never had before. A concerted effort has and is being made to improve working conditions. Much company soul-searching has been conducted to determine how the image of retailing might be improved. The main problem facing the expansion of hundreds of new stores is the lack of qualified young people willing to enter this challenging and rewarding career of retailing.

MINNESOTA EMPLOYMENT ATTITUDE QUESTIONNAIRE - MEAN SATISFACTION SCORE

Optimum Satisfaction = 25

	N = 30 May '66 Pre-Workshop Satisfaction	S/D	N = 30 Dec. '67 Post-Workshop Satisfaction	S/D	N = 52 Dec. '67 Comparison Group Satisfaction	S/D
1. Ability Utilization	21.01	3.6	19.50**	3.7	20.25	2.7
2. Achievement	21.87	2.6	20.60**	2.8	21.40	2.2
3. Activity	21.97	2.7	21.20**	2.5	21.71	2.0
4. Advancement	18.50	4.1	17.80	4.4	18.07	3.9
5. Authority	20.30	3.0	19.63	2.0	19.64	2.5
6. Company Policies and Practices	17.57	4.5	17.13	4.9	18.39	3.9
7. Compensation	18.47	3.6	16.33**	4.9	16.83	4.2
8. Co-Workers	19.83	4.1	19.70	4.3	20.50	3.4
9. Creativity	21.60	4.0	21.07	3.5	21.65	3.1
10. Independence	20.47	3.3	20.13	3.1	20.29	2.4
11. Moral Values	22.60	2.6	21.70*	2.5	22.52	2.2
12. Recognition	19.43	4.4	17.77*	5.1	18.85	2.7
13. Responsibility	21.67	2.7	20.97	2.5	20.98	2.2
14. Security	20.90	2.3	19.80	2.6	21.27**	2.1
15. Social Service	22.50	2.6	21.37**	2.7	22.44*	2.2
16. Supervision - Human Relations	20.00	2.8	19.53	3.0	18.81	2.3
17. Social Status	18.10	5.3	17.03	5.3	19.90**	4.2
18. Supervision - Technical	18.07	4.8	16.83	5.4	19.48**	3.7
19. Variety	21.77	2.5	21.20	2.5	21.25	2.0
20. Working Conditions	19.37	5.7	18.27	5.6	19.98	4.8

---

* Significant at the .05 level ** Significant at the .01 level

Mean response reactions of the project group on twenty dimensions of the Minnesota Employment Attitude Questionnaire. Questionnaire results shown are taken from tests given prior to the project experience and again after the project's completion. Results are compared here with mean satisfaction responses recorded for the comparison group.

Marketing Functions Test

A sixty-item multiple-choice test was constructed to determine competency on a written test built around the six marketing functions. The items were designed to include ten items on each of the six marketing functions -- generally considered to be the basis for the discipline of distribution.

The test was administered as a pre-test during the first week of the workshop to the 30 participants. It was administered again the first thing on Monday of the last week, after the participants had had four weeks of occupational experience. The participants had no pre-warning that the post-test would be given on Monday. The objective was to determine if there would be an increased understanding of the six marketing functions, as measured by a written test, due to actual occupational experience. It was not intended to have the participants "study" for the test.

A control group of 54 Minnesota distributive education teachers and teacher-coordinators also took the test during the annual distributive education conference. The objective was to determine how the workshop participants compared with other in-service distributive education personnel.

Another consideration was given to using appropriate statistical analyses in doing an item analysis of the test with the thought in mind that it could become an acceptable measuring instrument for other experiments that may have merit. This analysis will continue as additional data is accumulated. It has been decided to use the workshop participants as a "panel of experts" in determining the validity of the test. The reliability of the test will also be determined.

Findings

The following table includes the scores on the pre-test and the post-test for the 30 workshop participants.

MARKETING FUNCTIONS TEST

Participant No.	Pre-Test	Post-Test	Gain
1	36	39	+3
2	27	28	+1
3	32	28	-4
4	27	30	+3
5	34	33	-1
6	30	32	+2
7	41	43	+2
8	34	30	-4
9	35	39	+4
10	36	38	+2
11	32	31	-1
12	35	38	+3
13	38	37	-1
14	38	41	+3
15	26	26	0
16	43	43	0
17	29	33	+4
18	33	34	+1
19	33	33	0
20	32	38	+6
21	36	36	0
22	38	36	-2
23	33	35	+2
24	31	36	+5
25	34	36	+2
26	35	30	-5
27	32	27	-5
28	39	41	+2
29	35	37	+2
30	32	38	+6
	Mean - 32.3	Mean - 34.2	
	Median - 34.3	Median - 36.5	
	Mode - 32	Mode - 36 & 38	
	S.D. - 4.3	S.D. - 4.7	
	Variance - 18.6	Variance - 22	

It will be noted from the tables that a higher mean score was obtained on the post-test, higher by 1.9 points. A simple t-test was run on the difference between these two means and was found to be 1.65 significant at the .05 level. This means that there is a 5 per cent chance this difference could be attributed to chance.

The results of the administration to the control group of 54 in-service distributive education personnel were:

Mean - 31.59
Median - 31.75
Mode - 31
S.D. - 5.17
Variance - 26.73

The difference in the means on the pre-test for the workshop group and the test administered to in-service personnel was not significant at the .05 level. Therefore, it can be concluded that the two groups were equal in ability, at least as measured by the sixty-item test. That is, the workshop group was a good representation of distributive education personnel.

A further comparison was made between the participants as members of three groups of high school preparatory, high school cooperative, and post-high school. The results are included in the following tables.

MARKETING FUNCTIONS TEST
Scores on Marketing functions test by groups

Participant No.	Pre-Test	Post-Test
I. Preparatory Teachers		
1	36	39
2	27	28
4	27	30
8	34	30
13	38	37
15	26	26
17	29	33
25	34	36
29	35	37
30	32	38
	Mean = 31.8	Mean = 33.4
II. Cooperative Teachers		
5	34	33
6	30	32
9	35	39
10	36	38
11	32	31
18	33	34
21	36	36
24	31	36
26	35	30
27	32	27
	Mean = 33.4	Mean = 33.6
III. Post-High Teachers		
3	32	28
7	41	43
12	35	38
14	38	41
16	43	43
19	33	33
20	32	38
22	38	36
23	33	35
28	39	41
	Mean = 36.4	Mean = 37.6

Summary

Test	Total Group	Preparatory	Cooperative	Post-high
Mean on Pre-test	32.3	31.8	33.4	36.4
Mean on Post-test	34.2	33.4	33.6	37.6
Gain	+1.9	+1.6	+ .2	+1.2

It will be noted that for each higher grade level the means are successively higher. Preparatory had the lowest mean, cooperative next and post-high had the highest mean. This is probably due to the fact that more emphasis in teaching is given to the discipline of distribution at the higher grade levels. For example, most post-high school programs offer a course on the principles of marketing.

Conclusions

Several conclusions can be drawn as a result of administering the marketing functions test. These are:

1. It appears that occupational experience in distribution does improve a person's understanding of the six marketing functions, at least as measured on a written test.
2. Occupational experience adds to a person's insight into the marketing functions. Comments from the participants indicated it was helpful to see these functions actually being performed. In fact, several persons said they answered items differently on the post-test due to their occupational experience. They had based their responses to the pre-test on "textbook learning."
3. The workshop group and the control group of in-service personnel were equal in their knowledge of the six marketing functions as measured by the test. This indicates that the workshop group was a representative group of in-service distributive education personnel.
4. Teachers at each successively higher grade level seem to have a better understanding of the marketing functions. This is probably to be expected as more emphasis is given to the management concept and the discipline of distribution at higher grade levels.

Changes in Instructional Content

It was assumed that changes in curriculum would be made by the project participants as a result of their participation in phase one of the pilot training project. In an effort to determine any such changes the participants were broken up into three groups. Current instructional level determined the participants' membership in a given group. In other words, those who were currently teaching at the preparatory level were put in one group, cooperative teachers and post high school teachers in two other groups.

The members of each group were asked to fill out section (a)-3 of the NABTE Curriculum Study, noting any changes which they anticipated making in their instruction. Those areas of the study in which thirty-percent or more of the participants noted change were considered to be significant and are recorded as follows.

Revisions Planned in Elements of Subject Matter	Preparatory *Percentage Change	Cooperative *Percentage Change	Post-High School *Percentage Change
An Introduction to retailing			
Careers in retailing			
Advantages vs. disadvantages	50%	90%	50%
Training programs Penny, Macey, Sears, etc.		30%	30%
Establishing a retail store			
Importance of careful planning	40%	40%	
Choice of a site			
Downtown vs. Suburbia		40%	30%
Shopping Centers		40%	30%
Financial Analysis			
Trends and ratios relative to insolvency, profitability and capital structure		30%	
Store Layout and equipment		30%	40%
Departmentalizing		40%	30%
Factors relative to store arrangement		30%	
Location of selling and non-selling departments		30%	
Simplified selling		30%	
Organizational Considerations			
Importance		40%	
Principles of Organization and their Relationship to retailing		40%	
Comparison of various organizational structures--Chain, independent etc.	50%		
Personnel administration			30%
Planning and providing for personnel requirements		50%	
Retail job analysis and evaluation		50%	
Retail compensation plans		30%	

---

* Percentage of teachers in each group who anticipated curriculum change as a result of project participation.

	Preparatory	Cooperative	Post-High School
Revisions Planned in Elements of Subject Matter	Percentage Change	Percentage Change	Percentage Change
Retail Merchandising	30%		
Buying Considerations		30%	60%
Importance of good buying		60%	30%
What to buy			30%
Consumers analysis		30%	30%
Sociological and psychological Considerations	30%	30%	
Product analysis			30%
Order Quantities		50%	
Inventory and stock control		70%	50%
Inventory procedures		50%	50%
Stock turnover		50%	50%
Stock sales ratio		50%	30%
Open to buy calculations		80%	40%
Dollar and Unit Control		50%	30%
Where to buy			
Market resources		30%	
Group buying		50%	
Department store buying patterns		60%	
Cooperative and voluntary buying patterns		30%	
Initiating the order		30%	
Receiving checking. marking, and storing merchandise procedures	50%	60%	30%
Pricing	30%		50%
Pricing policies	30%		50%
Consideration in establishing the retail price	40%		30%
Markdown Considerations		40%	40%
Pricing calculations			30%
Sales Promotion			
Importance		30%	
Planning the promotional budget			30%
Display	40%		
Interior display vs. exterior		30%	30%
principles of display			30%

Revisions Planned in Elements of Subject Matter	Preparatory Percentage Change	Cooperative Percentage Change	Post-High School Percentage Change
Advertising	40%	40%	
What and when to advertise		40%	
Media		40%	
Selling	30%	40%	
Customer Service		30%	
Types		30%	
Credit		70%	
Processing and application		30%	30%
Current trends in retail merchandisings		30%	50%
Retail Control		40%	
Accounting			
Retail vs. Cost method of inventory		40%	
Cost of Market		30%	
Current trends in retail Control		50%	
Sources of information		40%	
Applications to specialized retailing Such as food merchandising, fashion Merchandising		40%	
The marketing environment: The setting in which marketing is done	30%	30%	
The economics of marketing		50%	
Marketing--a definition	30%		
Service vs. an element of cost	30%		
Movement of wholesale trade		30%	
Movement of retail trade			
Shopping behavior	40%	50%	
Suburban Shopping Centers		70%	30%

Revisions Planned in Elements of Subject Matter	Preparatory Percentage Change	Cooperative Percentage Change	Post-High School Percentage Change
The consumer	40%	30%	
Population changes		40%	
Changes in age agroups	30%		
Geographical shifts in population		30%	
Individuals		40%	
Income and its distribution		30%	
How we spend our money		30%	
Pattern of Consumption		30%	
Changes in Patterns of Consumption			30%
The consumer in the market place			
Why people want things			30%
Selective and patronage motives		30%	
Choice of Store		30%	
Why People buy		30%	
Better business ethics			30%
Prices and a marked economy.			
The price making process		30%	
Competitive Pricing		50%	
The influence of Cost on prices			30%
Market response to price changes		40%	
Price fixing		30%	
"Follow the leader" prices		40%	
Price flexibility or inflexibility		30%	
The Marketing functions: What the Market does.			
Marketing functions	40%		
Movement of ownership-buying and selling	30%		
Movement of goods		30%	

Revisions Planned in Elements of Subject Matter	Preparatory Percentage Change	Cooperative Percentage Change	Post-High School Percentage Change
Packing		50%	
Buying and selling.			
Good selling begins with good buying	40%	40%	30%
Types of Salesmen	50%	40%	30%
Advertising and advertising media		50%	
Premiums, Prizes, and trading stamps	30%		
Sales Promotion		50%	
Wholesaling and Wholesalers	30%		
The intermediate sort		30%	
Functions of wholesalers		30%	
Retailing and the retail Market			
The task of retailing		50%	
Ownership of retailing facilities		40%	
Retail expenses, margins, and profits		40%	
The changing structure of retailing		40%	
Marketing policies; How marketing activities are managed		40%	
Marketing research		50%	
Obtaining information		60%	
Primary sources		40%	
Secondary sources		40%	
Evaluating Results		40%	
The report		40%	
The place of research in Company Organization		30%	
Products, brand packaging policies		30%	
Channel Policies--selection and effective use of marketing channels		30%	
Merchandising Policies		40%	
Buying and fashion merchandising		50%	
What, When and how much to buy		40%	

Revisions Planned in Elements of Subject Matter	Preparatory	Cooperative	Post-High School
	Percentage Change	Percentage Change	Percentage Change
Tests of buying and stock management		40%	30%
Stock turnover		40%	
Control of stock		40%	
Maintaining a balanced inventory		40%	
Selling and advertising policies	30%	30%	
Personal selling--it's nature and role		50%	30%
Advertising its nature and role		30%	
Control of selling activities and costs		50%	
Sales analysis and control			30%
Data Control and processing		40%	
Merchandise Information as applied to:			
Buying of merchandise		50%	
Use of records to show past sales popularity and preference	30%	40%	60%
Use of fashion information in trade papers and fashion periodicals		50%	30%
Use of current events as sign posts for market trends		30%	
Selling of merchandise	30%		
Using selling points from all sources to help customers buy wisely		80%	
Use of product information to instruct customers in use of article		60%	40%
Use of product information to instruct customer in care of article	30%	40%	
Use of product information to help customer determine value		50%	
Use of facts to overcome customer objections		80%	
Sources of merchandise information			
Discussions with store personnel	30%	30%	
Buyers			30%
Trade papers	30%	30%	
Observation of customers	40%	30%	30%
Window displays		30%	
Interior displays		30%	

Revisions Planned in Elements of Subject Matter	Preparatory Percentage Change	Cooperative Percentage Change	Post-High School Percentage Change
Package design			
Importance of design in packaging			30%
Color as a selling aid			
Growing use of color in all fields		30%	
Use of color to promote sales		30%	
Importance of color in displays		40%	
Importance of color in advertising		40%	
Importance of color in merchandising		40%	
Fashion promotion		40%	
Importance of fashion in retailing		40%	40%
Scope of Fashion		30%	
Fashion Cycle		30%	
How fashion orginates		30%	
When fashion reaches the peak		30%	
Why fashion declines		30%	
Guide for the selection of fashion		30%	
Trends		30%	
In arts		30%	
In society		30%	
Industry		30%	
New discoveries and inventions		30%	
Fashion promotion		30%	
Advertising		30%	
Display		30%	
Retail Sales Promotion			
Changes that effect profit and sales promotion		40%	
How sales promotion is carried out		30%	
How to set up a budget		30%	
The sales promotion calender		30%	
Facts to be considered in using the budget and the calendar		40%	

Revisions Planned in Elements of Subject Matter	Preparatory Percentage Change	Cooperative Percentage Change	Post-High School Percentage Change
Putting sales promotion ideas into action		40%	
Principles of advertising	30%		
Principles of display			
Brainstorming an idea for display		30%	
How to plan a window		70%	30%
Display lighting	30%		
Different types of windows		30%	
Placement and types of signs to be used in windows		30%	
Background and fixture refurbishment		30%	
Use of props in display		40%	
Salesmanship and human relations			
Retail salesmanship		30%	
The importance of salesmanship in the field of distribution	40%	60%	
Opportunities in the field of selling	30%	70%	40%
Selling personality and the attitude required to be a successful salesman	60%	80%	30%
Buying motive		40%	
Handling different types of customers		50%	
The importance of general store knowledge, policies and services		50%	
The effective approach		60%	
The importance of knowing your merchandise		60%	
Presenting merchandise effectively		30%	
Closing the sale	30%	30%	
Suggestion selling	30%	60%	40%
Building a clientele		60%	
Sales demonstrations, service shoppings	40%		
Outside sales its nature and rewards			40%
Preparing to sell		30%	
Knowing your company		40%	
Building good will		40%	

	Preparatory	Cooperative	Post-High School
Revisions Planned in Elements of Subject Matter	**Percentage Change**	**Percentage Change**	**Percentage Change**
How salesmen are selected and trained		**60%**	**30%**
Human relations	**40%**	**50%**	
Human problems of management		**70%**	**30%**
Conflict, cooperation and morale		**70%**	
Occupational conflict and antagonism		**50%**	
Tension rising from public contact		**50%**	
Individual Hostility		**60%**	**30%**
The art of handling people		**60%**	
The meaning of cooperation		**70%**	
Measuring morale and how to build and improve morale		**60%**	**30%**
Rumor and gossip--how to handle and how to minimize		**30%**	
Basic Business administration and related Business Skills			
Business communications:			
One course			**30%**

Participant's Perception of Job Satisfaction

As a part of analyzing how workers perceived their needs and satisfactions in their jobs, the participants administered a card-sort inventory on the worker whose job they were studying. First, the worker was asked to sort the twenty dimensions of job satisfaction into five piles according to how important these factors were to him in describing the ideal job. The scales were as follows:

5 = Very important
4 = Important
3 = Neither important nor unimportant
2 = Not very important
1 = Very unimportant

Then the worker was asked to repeat the sorting process according to how well his present job satisfied his needs or how satisfied he was with his present on the twenty dimensions. The scales were as follows:

5 = Very satisfied
4 = Satisfied
3 = Neither satisfied nor dissatisfied
2 = Dissatisfied
1 = Very dissatisfied

At a later time, the participants completed the second inventory in terms of how they perceived the satisfaction available in the job situation, on the twenty dimensions.

Findings

The mean values of the workers' perceptions of their needs and satisfactions are shown in the table on the following page, along with the mean values of the teacher's perception of the satisfactions available in the jobs the workers hold. One cannot make generalizations from these findings, other than to say that it appears that the workers tend to be more satisfied than dissatisfied, and that they see more satisfaction in their jobs than the teachers perceive as being available in the jobs. The greatest value in this analysis was in having the participants look at the workers' psychological needs and satisfactions.

WORKER IMPORTANCE AND SATISFACTION CARD SORT INVENTORY

MEAN VALUES

WORKER'S NEEDS AND SATISFACTION

Optimum Satisfaction or Maximum Importance = 5

		Worker's Needs	Worker's Satisfaction	Teacher's Perception
1.	Ability Utilization	4.50	3.76	3.42
2.	Achievement	4.57	3.88	3.49
3.	Activity	4.15	4.01	3.88
4.	Advancement	4.34	3.53	3.20
5.	Authority	3.57	3.74	3.32
6.	Company Policies & Practices	4.15	3.58	3.49
7.	Compensation	4.12	3.43	3.00
8.	Co-Workers	4.32	3.95	3.93
9.	Creativity	4.09	3.61	3.12
10.	Independence	3.54	3.76	3.56
11.	Moral Values	4.33	4.09	3.95
12.	Recognition	3.87	3.65	3.41
13.	Responsibility	4.32	3.86	3.68
14.	Security	4.13	3.83	3.79
15.	Social Service	4.09	3.96	3.61
16.	Supervision - Human Relations	4.16	3.76	3.68
17.	Social Status	3.50	3.70	3.22
18.	Supervision - Technical	4.12	3.74	3.36
19.	Variety	4.21	4.01	3.75
20.	Working Conditions	4.09	3.87	4.03

Mean response reactions of workers to the Worker Importance and Satisfaction Card Sort Inventory as compared to the program participants perception of the satisfactions available in the work situation.

ANALYSIS OF EFFORT DEMAND FOR JOBS OBSERVED
DURING THE PILOT TRAINING PROJECT

Physical Activities	Retail Sales (N = 36)	Wholesale and Industrial Selling (N = 7)	Sales Supporting (N = 16)	Management (N = 17)
1. Standing	2.89	2.00	2.31	2.69
2. Walking	2.58 *	2.17	2.25	2.53
3. Balancing	1.20	1.40	1.47	1.27
4. Climbing	1.26	1.00	1.27	1.40
5. Turning	2.19 *	1.40	1.73	2.06 *
6. Running	1.11	1.00	1.13	1.27
7. Stooping	1.91	1.33	1.63	1.88
8. Sitting	1.26	2.17	1.63	1.76
9. Reaching	2.06 *	1.50	1.94	1.88
10. Throwing	1.03	1.00	1.20	1.00
11. Lifting	1.86 *	1.17	2.00 *	1.94
12. Carrying	2.06	1.83	2.06	1.88
13. Pushing	1.44 *	1.00	1.53	1.56
14. Pulling	1.39 *	1.00	1.53	1.50
15. Fingering	1.75 *	1.60	1.94	1.63
16. Feeling	1.97 *	1.00	1.40	1.65
17. Smelling	1.00	1.20	1.13	1.07
18. Test	1.26	1.17	1.20	1.27
19. Hearing	2.54 *	2.71	2.00 *	2.63
20. Seeing	2.86	2.71	2.69	2.71

---

* Significant at .01 level

SCALES

1 = Very little
2 = Part of the time
3 = Almost continuously

ANALYSIS OF EFFORT DEMAND FOR JOBS OBSERVED

DURING THE PILOT TRAINING PROJECT

Worker Characteristics	Retail Sales (N = 36)	Wholesale and Industrial Selling (N = 7)	Sales Supporting (N = 16)	Management (N = 17)
1. Planning	2.22 *	2.57	2.06	2.76
2. Directing Others	1.61 *	1.83	1.94	2.65
3. Writing	2.30	2.57	2.31	2.41
4. Showing enthusiasm	2.86	3.00	2.44	2.76
5. Being well groomed	3.00	3.00	2.56	2.94
6. Controlling emotions	2.83	3.00	2.50	2.71
7. Using arithmetic	2.42 *	2.29	2.25	2.53
8. Working accurately	2.83	2.86	2.88	2.82
9. Discriminating colors	2.30 *	2.00	2.13	2.24
10. Talking	2.89	3.00	2.44	2.82
11. Showing initiative	2.86	2.85	2.44	2.82
12. Getting along with people	3.00	3.00	2.56	2.94
13. Working at various tempos	2.52	2.56	2.50	2.47
14. Concentrating amid distractions	2.47	2.83	2.38	2.71
15. Remembering names and faces	2.56 *	3.00	2.06	2.59
16. Remembering details	2.69	2.71	2.56	2.76
17. Examining and observing details	2.58	2.86	2.44	2.71
18. Attending to many items	2.61	2.86	2.50	2.88
19. Making decisions	2.36	2.86	2.00	2.65
20. Working rapidly	2.53	2.50	2.69	2.56

---

* Significant at .01 level

SCALES

1 = None
2 = Some
3 = Much

CLASSIFICATION OF CRITICAL INCIDENTS REPORTS

		Salesmen		Supervisors		Sales Supporting	
		Effective	Ineffective	Effective	Ineffective	Effective	Ineffective
I.	Salesmanship	117	33	5	1	6	5
II.	Employer-Employee Relations	5	9	14	15	3	8
III.	Co-Worker Relations	6	11	1	3	2	3
IV.	Sales Promotion	5	2	3	5	2	3
V.	Customer Services	23	9	15	3	12	3
VI.	Attitude Development	8	21	4	2	7	14
VII.	Security	9	3	5	2	6	5
VIII.	Personnel Management	10	23	18	8	8	16
IX.	Stock Work	5	5	8	2	6	9
X.	Company Policies	4	8	15	12	2	5
XI.	Customer Relations	58	35	15	6	23	10
XII.	Work Adjustment	9	4	4	1	4	5
XIII.	Miscellaneous Competencies	4	1	2	0	2	5
	TOTALS	263	155	109	60	83	91

Participants were asked to report the observation of workers' behavior which was effective or ineffective in the performance of their jobs. These critical incidents were written on the form which appears in the Appendix. The reporting of critical incidents was a valuable tool for the participants in analyzing the competencies required to perform the jobs. It also gave the participants a method which they later could use with their students in study of the student-trainees job. A total of 761 critical incidents, 455 effective and 306 ineffective, were reported. They were classified as above.

CONCLUSIONS

The following conclusions regarding the achievement of the objectives and purposes of the training project represent the project staff's combined evaluation:

I. Value of the project in developing teacher competencies and in planning occupational experience programs for teachers.

A. Proper orientation of participants was crucial to the development of a successful teacher-training program based on occupational experience as evidenced by the participants' evaluation of the orientation and by the influence the orientation had on the instructional materials developed by the participants.

B. A definite structure and procedure for observing, gathering and recording information about distributive workers and their jobs was necessary to maximize the value of the occupational experience.

C. Participants were able to improve their knowledge of marketing functions and to better communicate a practical understanding of distribution in their own teaching as a result of seeing the functions performed in the business firm.

D. Direct contacts with distributive workers served as a basis for understanding the satisfactions derived from a distributive occupation.

II. Improvement of Teacher-competencies

A. Participants were able to identify skills, knowledges, and attitudes needed by young distributive workers and to plan instruction based on technical skills and knowledges, occupational adjustment and career development outcomes.

B. Directed occupational experience served as a basis for planning learning activities and projects that were vocationally oriented. The follow-up visitation reports specify the activities and projects.

C. The combination of didactic instruction and directed occupational experience enabled the participants to improve their techniques of vocational guidance and counseling as revealed in the follow-up evaluation visitation.

D. The performance of training sponsors and the effectiveness of the training stations were improved as indicated by the participants concern for more specific training plans and the attention being given to coordination and sponsor development programs.

E. The experience of having been an observer and a learner in the occupational environment improved the participant's ability to empathize with his students and improve student learning in classrooms, on-the-job, and in club activities.

F. Participants were able to clarify their impressions of persons employed in distributive occupations. They developed narrative job descriptions that revealed the psychological and sociological dimensions of a worker's job which gives the reader a realistic picture of the occupation and the life of a worker in the occupation.

III. Preparation of learning activities

Participants developed and used effectively learning activities for students enrolled in high school and post-high school distributive education programs as evidenced by the written materials submitted and the observations of the staff in follow-up visitations.

IV. Conclusions Pertaining to Unanticipated Outcomes.

A. Excellent rapport was established between the business community and the distributive education program.

B. Business contacts led to the use of Twin City businesses as training stations for the student-trainees of the training project participants and as a source of instructional materials and speakers.

C. Several business firms requested information as to how their employees could obtain supplementary job training outside their firms, as well as how they could improve their own training programs.

D. Methods used to analyze the jobs and occupations during the training project were later used by the participants in helping their student-trainees in studying their own jobs and work situations.

E. Benefits were derived from the participants being able to share common experiences in a seminar relationship. A continued esprit-de-corps and professional attitude among the group grew out of this relationship.

F. Participants recognized the contributions of other disciplines such as industrial relations, psychology, and guidance to occupational education; and were able to apply these ideas to the study of occupations.

G. Businessmen felt that they were able to make a contribution to education and society through participation in the training project.

H. The experiences of the participants revealed the need for considering the application of Electronic Data Processing to distribution and its implication for distributive education.

RECOMMENDATIONS

Periodic directed occupational experiences should be provided for distributive education personnel to keep abreast of changes in business technology, relationships between workers and jobs, changes in occupational structure and new approaches to occupational education. These experiences should be in a variety of firms representing the broad field of distribution including retail, wholesale, and industrial sales. The teacher should also be able to explore a variety of occupations at various levels and in the different kinds of work activities performed. In order to provide this variety, cooperating firms may find it difficult to employ the teacher for wages. In order to encourage teachers to enroll it is recommended that the teacher-training institution grant Graduate credit to in-service teachers for participating. The orientation, instruction, and concurrent seminar program are necessary to maximize the benefits of being in the firm.

I. Suggested content for orientation sessions

   A. Purposes and procedures of the training project

   B. Scope of distribution

C. Analyses of occupational competencies
   1. Technical skills and knowledges
   2. Occupational adjustment
   3. Career development

D. Relevant information from the related disciplines --- psychology, sociology, industrial relations, guidance, etc.

E. Methods of observing, interviewing and reporting data from a work situation.

F. Procedure for translating occupational information into instructional content and learning activities.

II. Suggestions for directed occupational experience

A. An advisory committee representing various aspects of distribution should assist in identifying potential cooperating firms who could provide meaningful occupational experiences. "Sales and Marketing Executives" were helpful in getting a representation of the broad field of distribution.

B. The purposes of the project should be understood by the management of the firm and a preliminary training plan should be developed with the person in the firm who will supervise the training.

C. Participants should be placed in firms which can provide experiences that complement previous occupational experience and training.

D. Each participant should have experiences in more than one firm in order to compare and contrast training environments.

E. The quality of the occupational experience is better when the firm participates only once during the training program and when there are only one or two teachers in the same firm.

F. Participants can get more effective training when the activities are planned and structured rather than obtaining additional occupational experience without direction.

G. In most cases, eight full days of planned activities in a firm is sufficient to acquire a good understanding of the firm's operations and to study the occupations.

H. Coordination calls are necessary to maintain the firm's interest in the project and to receive suggestions regarding the participants and the procedures for supervising the training program.

I. There are effective ways of learning a great deal about an occupation and an occupational environment, in addition to direct participation, such as directed observation and interview.

J. The participants should be provided forms and methods for reporting data such as critical incident reports, job analyses forms, and interview questionnaires. A system for gathering information about inter-personal relations and sub-group structures in a work environment is needed.

III. Suggestions for conducting seminars

A. One day a week for seminars is necessary to resolve job problems and to maintain progress toward the program objectives.

1. Clarify perceptions and reinforce learning
2. Compare experiences
3. Identify instructional needs
4. Develop learning activities
5. Introduce new concepts and ideas as participants become ready.
6. Share ideas about teaching
7. Provide clues for improvement of the training project

B. Monday may be a better day of the week than Friday to hold seminars for psychological and sociological reasons.

C. Seminar groups should be limited to ten or less people to provide opportunities for everyone to participate.

D. Three to five days are needed at the end of the project to complete the production of instructional materials and to measure learning outcomes.

E. A library of reference materials and audio-visual aids is helpful in developing instructional materials. Field trips and resource speakers may be utilized to elaborate or extend understanding of practices and innovations discovered in the occupational experiences e.g. Application of Electronic Data Processing to Distribution.

F. As soon as the procedure of conducting the seminar is understood and participants are able to interact and progress toward the objectives, the instructor assumes a role of a consultant and advisor.

G. Time should be allowed at the end for participants to give an oral summary of their impressions of the experiences. This also gives the staff guidelines for evaluation and planning of future instruction.

H. Whenever a quantity of learning activities are desired as a result of group work, adequate guidelines should be established to insure quality, appropriateness, and effectiveness.

IV. Suggestions for follow-up evaluation

A. Participants should be actively involved in the follow-up evaluation because it serves as a review of the experiences and focuses their attention on application of experiences to the teaching situation.

B. The visitation of a staff member to the participant's school should be arranged in advance and the participant should know what questions will be asked. The participant must accept the visit as an opportunity to discuss his instructional program and receive assistance when it can be given.

C. The "feed back" that comes after participants have applied the occupational experiences to their teaching is valuable in determining the outcomes of the project and in planning other instructional programs.

D. More reliable and valid instruments are needed to measure outcomes objectively.

E. At this time the best evidences that the teacher has changed as a result of the project experience are his self-evaluation, the observation of practices that generally lead to successful instruction and program administration; and evidence that the program is meeting the needs of students and the business community.

Other Suggestions

I. Consideration should be given to planning under-graduate directed occupational experience incorporating some of the procedures used in this project: orientation, experience in several firms, concurrent seminars, job analyses, etc.

II. A further investigation should be made to determine what assistance and information may be obtained from personnel in other disciplines-- industrial relations, guidance, psychology, sociology, economics, etc.

III. More cooperation and coordination of activities should be fostered with other agencies and trade associations such as the U. S. Employment Service, Chambers of Commerce Sales and Marketing Executives, etc.

IV. Directed occupational experience for in-service D. E. teachers should be considered as a procedure to assist these teachers in making curriculum changes and developing new teaching methods.

Phase II

A second Phase, "Pilot Training Project for Teachers of Distribution and Marketing Focusing on Responsibilities for Career Development," is being conducted during the summer of 1967. The Vocational Division of the Minnesota Department of Education is giving financial support to Phase II. The objectives and procedure for the second training project are as follows:

Principal Directors: Warren G. Meyer, Professor in Distributive Education
W. Wesley Tennyson, Associate Professor in Educational Psychology

Objectives

1. To improve the teaching and guidance competencies of a group of distributive occupations teachers and teacher-coordinators through instruction and practice in guidance and career development.
2. To determine what contributions self-exploration, group processes, and directed occupational exploration may make to the career development competencies of students enrolled in Distributive Education.
3. To develop a set of learning activities for high school and post-high school distributive occupations students which will focus on developing needed skills, attitudes, and under standing related to career planning and occupational adjustment.

Procedure: The thirty participants in the 1966 Pilot Training Project will receive instruction in career development and small group processes. A demonstration class of high school students will be used to try out instructional materials and methods which the participants will develop in seminar groups.

Schedule and Staff

Week of June 12 to June 16, Orientation, Planning, Pre-testing, Instruction, and Introduction to Demonstration Class.
Daily 8:00 - 12:00 and 1:00 - 3:00

June 19 to July 14

Monday, Wednesday and Friday

8:00 - 10:00 a.m. Demonstration Class, Instructor: Cliff Wiklund, Coordinator, Northfield, Minnesota

Combined with Integrative Seminar, Instructors: Warren Meyer, Richard Ashmun, and Mary Klaurens, (3 credits Ed. Psy. 200)

This time will be devoted to observation of the demonstration class and the try-out of instructional materials developed by the participants.

10:00 - 12:00 p.m. Small Group Process, Instructors: Alan Anderson Asst. Professor of Ed. Psych.; Lorraine Hansen, Asst. Professor of Ed. Psych.; W. Wesley Tennyson, Assoc. Professor of Ed. Psych.; (3 credits, Ed.C.I. 135). Three small groups of 10 participants will be formed to achieve the goal of individual growth through self-exploration and sensitivity training. It is anticipated that each participant's own pattern of career development may provide a framework for coming to a better understanding of himself and his needs as they affect relations with others. He should be able to use the group process in his teaching.

1:00 - 3:00 p.m. Individual study and consultation with staff. Participants will make one coordination call per week to the training station of a demonstration class student assigned to him.

Tuesday and Thursday

8:00 - 10:00 a.m. Career Development and Counseling Theory, Instructor: Henry Borow, Professor of Psychological Studies. (3 credits Ed. Psych. 134).

10:00 - 12:00 p.m. Integrative Seminar (Meyer, Ashmun, Klaurens) Discussion and group work to develop learning activities and content for the demonstration class.

1:00 - 3:00 p.m. Special Lectures Series. Eight lectures by selected, eminent authorities in counseling psychology, business and education.

APPENDICES

UNIVERSITY OF MINNESOTA
College of Education

PILOT TRAINING PROJECT BASED ON DIRECTED OCCUPATIONAL EXPERIENCE FOR TEACHERS OF MARKETING AND DISTRIBUTION

This application is for consideration of stipend **Date**____________________

I. Personal Information

1. Full Name: **Mr.**____ **Mrs.**____ **Miss**____ ____
Last Name **First Name** **Middle**

2. Home Address: ____
Number **Street** **City** **State** **Phone**

3. School: ____
Name **Address** **Phone**

Name of immediate supervisor (Dean, Principal, etc.)____________________

4. Date of Birth:________________ **19**____ **Married or Single**____________
Month **Day**

II. Education

1. List in chronological order all colleges attended including evening and extension work.

	School	From	To	Credits Earned	Diploma-Degree	Date
College or University:						
Graduate Work:						

2. Academic Specialization

A. Undergraduate:

Major fields of special study____________________

Other field of study____________________

B. Graduate:

Major fields of special study____________________

Other fields of advanced study____________________

C. Thesis subject:

M.A.____________________
____

3. Teaching Certificates held:

	Type	State	Period of Validity

4. Scholastic Honors: (Prizes, honorary societies, etc.)

III. Experience

1. Teaching Experience:

Institutions Name	Location	Type	Title of Position, Subjects Taught, and Other Duties Performed	Dates

2. Occupational Experience:

Name	Location	Type	Title of Position, Duties Performed Supervisory Responsibilities.	Dates

3. Present Employment: (Describe duties of present position including names of courses taught, etc.)

4. Did you complete a directed occupational experience as a part of your college program?______ If so, how many hours______ Type of business?______

Please indicate what type of business you would prefer for this project?______

IV. Evidences of Scholarship

1. **Publications: (Attach additional sheet if necessary)**

Title	Date	Publisher or Journal
Articles and Reviews:		

2. **Research Achievement Not Covered in "Publications:"**

3. **Membership in Learned Societies and Professional Organizations:**

Name of Society	Office Held

4. A. Are now enrolled in a degree program? Yes____ No____

If yes, ____________ Institution ____________ Level of Program ____________ Major Field

B. Would you wish:

(1) Transfer Minn. credit elsewhere ____
(2) Enter a degree program at Minn. ____
(3) Neither of above at this time ____

Tentative plans are being made to conduct a second workshop during the summer of 1967 on Career Development and Guidance in Distributive Education. The occupational experiences of the 1966 Project will be utilized in this second phase. The 1967 workshop will probably be planned for a shorter period of time and will allow participants to take additional course work in other departments. Will you be able to participate in the Phase II project during the summer of 1967?________ Comments________________

Date________________ Signed________________

6. Additional Information:

Return Application by April 15, 1966 to:

Warren G. Meyer, Associate Professor
Distributive Education
University of Minnesota
College of Education
115 Burton Hall
Minneapolis, Minnesota 55455

TEACHER ____________________

FIRM ____________________

JOB IDENTIFICATION FACTS

Job Title ______________________________ D.O.T. Code# __________

Other titles used ______________________________ Male ____ Female ____

Brief summary of nature or function of the job ______________________________

____

Salary range: Minimum ______ Maximum ______ Average bonus or commission ______

Working hours: Average hours per week ____ Daily from ___ to ___
Number of nights worked ____
Overtime: ____ Never ____ Seldom ____ Frequent

Additional facts on hours: ______________________________

Educational Requirements: ____ Elem. School ____ High School ____ Post-Secondary ____ College. Special courses required ______________________________

Job Experience:
Previous experience required: ___ yes ___ no
Acceptable type and length, ______________________________
Previous jobs normally held: ______________________________
Next job in line of promotion: ______________________________
Other promotion opportunities: ______________________________

Supervision:
Supervision of others: Positions ______________________________
Supervised by: Position ______________________________
____ Supervision is authoritative, worker makes no decisions.
____ Worker is given some supervision.
____ Worker has free rein, makes most decisions himself.

Equipment: ______________________________

On-the-Job Training: Length of time __________ Skills Taught: __________
____

Relationship to Other Jobs: Persons Contacted regularly as part of job:
Within the Company ____________________ Outside the Company __________
____________________ ____________________

Technical Information Used on the Job:
____________________ ____________________
____________________ ____________________

Other Information:
____________________ ____________________

Use of Basic Skills:
Mathematics: ____________________ ____________________

Communication: ____________________ ____________________
____________________ ____________________

(Use the reverse side of the sheets for any additional information)

EFFORT DEMAND

Physical Activities				Worker Characteristics			
Almost continuously	Part of the time	Very little		much	some	none	
___	___	___	Standing	___	___	___	Planning
___	___	___	Walking	___	___	___	Directing others
___	___	___	Balancing	___	___	___	Writing
___	___	___	Climbing	___	___	___	Showing enthusiasm
___	___	___	Turning	___	___	___	Being well groomed
___	___	___	Running	___	___	___	Controlling emotions
___	___	___	Stooping	___	___	___	Using arithmetic
___	___	___	Sitting	___	___	___	Working accurately
___	___	___	Reaching	___	___	___	Discriminating colors
___	___	___	Throwing	___	___	___	Talking
___	___	___	Lifting	___	___	___	Showing Initiative
___	___	___	Carrying	___	___	___	Getting along with people
___	___	___	Pushing	___	___	___	Working at various tempos
___	___	___	Pulling	___	___	___	Concentrating amid distractions
___	___	___	Fingering	___	___	___	Remembering names and faces
___	___	___	Feeling	___	___	___	Remembering details
___	___	___	Smelling	___	___	___	Examining and observing details
___	___	___	Testing	___	___	___	Attending to many items
___	___	___	Hearing	___	___	___	Making decisions
___	___	___	Seeing	___	___	___	Working rapidly

SALES JOB DESCRIPTION CHECK LIST

Circle Type of Business: Retail, Whlse., Industrial Sales

Job Title ______________________

Firm Title ______________________

Very Important	Important	Unimportant		
			1.	Promoting and maintaining customer good-will.
			2.	Engaging in promotional work such as advertising.
			3.	Checking on movement of customers' stocks and replenishing when necessary and appropriate.
			4.	Making deliveries of products
			5.	Keeping informed about competitive products and activities.
			6.	Stressing new ideas on which product applications are based
			7.	Arranging product displays for customers.
			8.	Selling directly to consumers or users of product.
			9.	Introducing new products to customers
			10.	Calling directly on industrial firms.
			11.	Taking orders for products from customers.
			12.	Entertaining customers.
			13.	Controlling business expenses.
			14.	Developing tailor-made sales presentations for individual customers.
			15.	Canvassing store-to-store.
			16.	Calling directly on professional and technical persons.
			17.	Compiling and maintaining a list of prospective customers and following up on leads.
			18.	Calling directly on wholesalers and/or jobbers.
			19.	Explaining company policy to customers.
			20.	Giving technical and scientific advice concerning use of your product.
			21.	Training others such as dealer salesman.
			22.	Helping customers in arrangement of catalogue display ads.
			23.	Attending meetings, conferences, etc. to keep abreast of current developments in marketing and sales techniques.
			24.	Originating technical ideas and designs.
			25.	Working with customers on special problems concerning product uses.
			26.	Demonstrating products.
			27.	Handling complaints and/or service problems.
			28.	Making estimates from bluprints and/or plans.
			29.	Calling directly on retail dealers.
			30.	Organizing and conducting sales meetings with dealers, jobbers, etc.
			31.	Collecting payments from customers.
			32.	Canvassing firm-to-firm.
			33.	Keeping company informed of calls, orders. turndowns, etc. through appropriate record-keeping and reporting.
			34.	Specializing in selling one product or a group of closely related products
			35.	Traveling and working with dealers salesmen in the field (making the "rounds" with them).
			36.	Canvassing house to house.
			37.	______________________
			38.	______________________

Job Title ____________

Firm ____________

	Importance of needs of Workers. (Importance card sort)					Satisfactions available in the job situation. (Satisfaction card sort)				
	Very Unimp.	Not Very Imp.	N	Impt.	Very Impt.	Very Dissat.	Dissat.	N	Sat.	Very Sat.
1. Ability Utilization	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
2. Achievement	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
3. Activity	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
4. Advancement	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
5. Authority	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
6. Company Policies and Practices	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
7. Compensation	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
8. Co-workers	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
9. Creativity	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
10. Independence	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
11 Moral Values	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
12. Recognition	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
13. Responsibility	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
14. Security	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
15. Social Service	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
16. Supervision-Human Relations	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
17. Social Status	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
18. Supervision-Technical	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
19. Variety	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
20. Working Conditions	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Job Title ____________________

Firm ____________________

INFORMATION ON THE WORKER

Directions: After you have established a good relationship with the worker try to obtain the following information. Do not ask the worker to fill in the sheet.

1. Why are you working: ____________________.

2. Why did you choose this type of work? ____________________

____________________.

3. How much leeway or freedom do you have in determining how hard you work?

____________________.

4. What are the greatest pressures, strains, or anxieties in your work? __________

____

____________________.

5. What special problems do new employees frequently have in adjusting to the job? ____________________

____________________.

6. What are the most important personal characteristics for being successful in the job?

____

____________________.

(Supervisor's opinion also?) ____________________.

7. Are there pressures or demands of you outside of work that affect the performance of your job? ____________________

____

8. Do you get more satisfaction from your work or from activities outside of work?

____

Additional Comments: (Information that may be used in your narrative description.)

____

____

____

____

____

____

CRITICAL INCIDENT TECHNIQUE*

The critical incident technique consists of a set of procedures for collecting direct observations of human behavior in such a way as to facilitate their potential usefulness in solving practical problems and developing broad psychological principles.

By an incident is meant any observable human activity that is sufficiently complete in itself to permit inferences and predictions to be made about the person performing the act. To be critical, an incident must occur in a situation where the purpose or intent of the act seems fairly clear to the observer, and where its consequences are sufficiently definite to leave little doubt concerning its effect.

Certainly in its broad outlines and basic approach, the critical incident technique has very little which is new about it..... perhaps what is most conspicuously needed to supplement these activities is a set of procedures for analyzing and synthesizing such observations under more carefully controlled conditions.

In order that the final list of job requirements be valid, it must necessarily be based on data representing not the opinions or beliefs of the members of the group, but their actual experiences in the form of reports of behavior which led directly to the success or failure of the individual on important parts of the job. It is important that those behaviors be identified by those who describe them as especially effective or ineffective according to their own standards, not those of any outside person or group; also they should not be derived from stereotyped concepts traditionally listed whenever definitions of successful researchers are requested. For these reasons the Critical Incident Technique requires that reports of critical incidents be confined to descriptions of what actually occurred, leaving out inference or interpretation.

---

* Flanagan, John C., Critical Requirements for Research Workers, American Institute for Research, March, 1949, and "The Critical Incident Technique", Psychological Bulletin, Vol. 51, July, 1954.

Instructions for Observer Respondents

The purpose of this report is to gather information that will be helpful in preparing workers for sales and marketing occupations. Through the collection and study of a large number of observations (critical incidents) we can identify certain behaviors.

Daily, routine tasks that are performed by the employee are not especially meaningful for this study. It is the exceptionally competent actions or the especially ineffective practices of a worker we desire to uncover.

The description of an incident should be accurate and describe some special behavior in a single, specific situation. It should be something you have personally observed.

This information will be confidential in nature. You are asked only to provide specific information on the incident. Neither your name or the name of the person observed appear anywhere on the report.

Sample: Critical Incident Form

Job Title: Salesperson

Check One: ______________ Retail Firm

______________ Wholesale Firm

______________ Industrial Sales

Incident Report

We are interested in learning what employee behaviors are especially effective or ineffective in the performance of a job.

Please describe in the space below a specific incident you personally observed an employee perform. Explain as briefly and clearly as you possibly can.

(1) What were the circumstances leading up to this behavior or act?

It was late in the afternoon and there were very few customers entering the department. The stock work had been done and the salespeople were not busy.

(2) What did the employee do or say?

He went to the telephone and called a customer whose name he had in his book. He informed the customer that some new suits had arrived that he thought were the right style and color and in the customer's size. He made an appointment for the customer to come in and try on the suits.

(3) What was the result of the employee's action?

The next day the customer came in and the employee showed him several suits from which the customer selected one.

Check one: ____x_____ This practice was effective

__________ This practice was not effective

Report by __________ Teacher

__________ Employee

__________ Supervisor

Incident Report

Job Title____________________

Check one: ____________**Retail Firm**

____________**Wholesale Firm**

____________**Industrial Sales**

We are interested in learning what employee behaviors are especially effective or ineffective in the performance of a job.

Please describe in the spaces below a specific incident you personally observed an employee perform. Explain as briefly and clearly as you possibly can.

(1) What were the circumstances leading up to this behavior or act?__________

____

____

____

(2) What did the employee do or say?______________________________

____

____

____

____

(3) What was the result of the employees action?____________________

____

____

____

Check one: __________ **This practice was effective**

__________ **This practice was not effective**

Report by: __________**Teacher**

__________**Employee**

__________**Supervisor**

UNIVERSITY OF MINNESOTA
DISTRIBUTIVE EDUCATION TRAINING SCHEDULE
(373-2260)

NAME OF THE FIRM ____________________

ADDRESS ____________________

EMPLOYER'S NAME ____________________

Teacher Assigned ____________________

DATE	DEPARTMENT	SPONSOR	DESCRIPTION OF EXPERIENCE
Monday June 20			
Tuesday June 21			
Wednesday June 22			
Thursday June 23			
Monday June 27			
Tuesday June 28			
Wednesday June 29			
Thursday June 30			

UNIVERSITY OF MINNESOTA
DISTRIBUTIVE EDUCATION TRAINING SCHEDULE
(373-2260)

NAME OF THE FIRM ____________________

ADDRESS ____________________

EMPLOYER'S NAME ____________________

Teacher Assigned ____________________

DATE	DEPARTMENT	SPONSOR	DESCRIPTION OF EXPERIENCE
Monday July 4	HOLIDAY		
Tuesday July 5			
Wednesday July 6			
Thursday July 7			
Monday July 11			
Tuesday July 12			
Wednesday July 13			
Thursday July 14			

SAMPLE PLAN OF AN OCCUPATIONAL EXPERIENCE (Plan will be written for each training station)

__Four Days__ -- Observation

Exploration of sales-supporting jobs for specialists in
- Display
- Advertising
- Stockroom
- Credit
- Personnel
- Buying
- Services

Discussion with management about training and opportunities for high school and post-high school students. (Participants would come back to the University for one day of seminar)

__Four Days__ -- Actual selling experience

1. Identify customer buying problems
2. Analyze co-worker and supervisor relationships
3. Analyze worker roles
4. Identify satisfactions derived from the job
5. Identify work adjustment problems
6. Identify needed competencies
    a. Discipline and Technology
    b. Social skills
    c. Fundamental skills

(One day of seminar)

__Four Days__ -- Observation (at a different training station)

(One day of seminar)

__Four Days__ -- Actual selling experience

(One day of seminar)

(Format for writing learning activities)

OCCUPATIONAL ADJUSTMENT COMPETENCY

OR

(Center one of these three titles) CAREER DEVELOPMENT COMPETENCY

OR

TECHNICAL COMPETENCY

Title: Approaching Customers **Level:** High School Coop
or High School Preparatory
or Post-secondary

Problem: (Short descriptive paragraph illustrating the need for the competency. This might be your observations from your occupattional experience.)

Objectives: (May be stated in two or three objectives or a general objective with sub-points -- this is where you use those action verbs.)

Materials and Equipment: (List any special equipment or materials needed)

Procedure for the Learning Activity: (Specific instructions.)

e.g. 1. Discussion (List the questions.)
2. Case Problem (Write out the problem and possible solutions.)
3. Resource Speaker (Describe his qualifications, topic, questions, etc.)
4. Field Observation (What to look for)

(May list several activities for the same objective.)

Leave a one inch margin at the top and on the left.
Double space between sections of the report.
Type in the heading for each section. (Like above.)
Single space copy within the section

(at the end) Name ____________________
School ____________________

EVALUATION OF PILOT TRAINING PROJECT BASED ON DIRECTED OCCUPATIONAL EXPERIENCE FOR TEACHERS OF MARKETING AND DISTRIBUTION

Name ______________________ **High School** ________ **Post-Hi** ________

Training Station #1 ______________________________

Training Station #2 ______________________________

I. Evaluation of Occupational Experience

Assignment I. (Write a brief statement on each of the following points.)

Supervision ______________________________

Variety of experience ______________________________

Learning Value ______________________________

Brief Description of Experience ______________________________

____

____

____

Assignment II (Same)

Supervision ______________________________

Variety of experience ______________________________

Learning Value ______________________________

Brief Description of Experience ______________________________

____

____

____

II. Evaluation of Orientation (1st Week) check rating

	Extremely Important	Important	Irrelevant
1. Sjostrom, "U.S. Empl. Services"			
2. Dawis and Weiss, "Work Adjustment"			
3. Klaruens, "Behavior in Selling Group"			
4. Employer Panel			
5. Borow, "Man in World at Work"			
6. Lee, "Dictionary of Occ. Titles"			
7. Tennyson, "Analysis of Worker Roles"			
8. Meyer - Ashmun, "Educational Obj."			
9. Marks, "Project Plan"			
10. Moss, "Job Analysis"			

Suggestions:

III. Evaluation of Seminars. **Briefly describe your reaction to the Friday sessions in terms of their value to you, amount of structure, etc.**

Suggestions:

Rank the members in your Seminar Group according to contributions to discussion and development of materials.

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

IV. What changes do you expect to make in your program as a result of the occupational experience?

Changes in Content (e.g. more emphasis on selling; unit on self-appraisal; or NO CHANGE)

Changes in Classroom Methods (e.g. more individual instruction; student leading; or NO CHANGE)

Changes in Coordination (e.g. sponsor development; training plans; follow-up on trainees; etc. or NO CHANGE)

Changes in Selection (e.g. type of student; process of selection; new considerations; etc., or NO CHANGE)

Changes in Placement (e.g. different types of business; new considerations in selecting stations; etc., or NO CHANGE)

Changes in Follow-up of Graduates

V. How would you compare the value of directed occupational experience with occupational experience a teacher gets on his own.

	More Valuable	Equal	Less Valuable
1. Identifying content to be taught			
2. Improving teaching			
3. Knowledge of distribution			
4. Occupational information			
5. Placement of students			
6. Examples to use in teaching			
7. Other			
8.			

VI. Would you advise other teacher-coordinators to enroll in a project like this?

____

Assuming they were not asked to develop materials, would you advise them to enroll if there were no stipends? ____________________

____

Do you think it is necessary for teachers to periodically get additional experience? ____________________

____

VII. Evaluation and Constructive Suggestions on Forms (e.g. ease of use; negative aspects; value, etc.)

1. Job Identification Facts

Comments; ______________________________

____

____

2. Sales Job Description Check List

Comments: ______________________________

____

____

3. Importance and Satisfaction Card Sort

Comments: ______________________________

____

____

4. Information on the Worker

Comments: ______________________________

____

____

5. Critical Incident Reports

Comments: ______________________________

____

____

VIII. In what ways do you feel you benefited from this experience? How will it help you in your teaching?

IX. What constructive suggestions would you have for improving a project of this type?

COORDINATION FOLLOW-UP

Questions to be asked of cooperating firms are:

1. What is your reaction to the teacher-coordinator who was with your firm in regard to: (Get constructive suggestions)

   A. Personality?

   B. Becoming acquainted with management and employees?

   C. Initiative and desire to learn about marketing and merchandising procedures?

   D. Performing duties assigned, if any?

   E. Ways in which information was obtained?

2. Do you feel the experience was adequately organized or structured?

   If not, what recommendations can you suggest for changes in the structure of the program? e.g. length of time, number of people, etc.

3. What do you now know about distributive education that you didn't know before the teacher was with your firm?

4. Did you experience any inconveniences as a result of having the teacher with you for two weeks? If so, what were they?

5. What benefits do you feel will result from a program of this type?

6. If you participated in this program again, what changes would you suggest on the part of:

   A. The University?

   B. The teacher?

   C. Your firm?

7. Do you feel this type of program should become a regular way of training distributive education teachers and coordinators?

Questions to be asked during follow-up of workshop participants.

1. **What have you done since school started which helps your students gain a better perspective of a career in the distributive occupations?**
   - A. **Did you use any of the job descriptions developed during the summer? If yes, how?**

2. **What new learning activities have you used this fall to develop needed skills, attitudes, and understandings in the marketing functions, occupational adjustment, and career development?**
   - A. **List new instructional materials.**
   - B. **Which methods are most effective?**

3. **In what ways have you changed your procedures in counseling and placing students in training stations?**
   - A. **Are training stations reputable business firms?**
   - B. **Do the jobs in which students are placed lead to desireable careers?**
   - C. **Do the students receive fair compensation for their work, and are they satisfied with this wage?**

4. **If you have a cooperative program, what have you done to improve the effectiveness of the training sponsor at the training station? Consider the following:**
   - A. **Do training plans reflect the responsibilities of the training sponsor?**
   - B. **Is there a written record of daily coordination calls?**
   - C. **Is there a progress record on file for each student indicating training received and needed future training?**
   - D. **Is the advisory committee used to improve the effectiveness of the training sponsor?**
   - E. **What help has been given to training sponsors to make them better teachers?**

5. What has been done in utilizing an on-the-job experience to help students broaden their backgrounds and develop occupational competencies and habits that have application to the various jobs they will hold during their working life as well as advancement to higher positions?

   A. Do they understand the broad spectrum of jobs in distribution?

   B. Have they received pre-management or management training?

6. What kinds of activities have been used to help students sharpen and reality test occupational stereotypes for rational vocational choice making and career planning?

7. What specific units or parts of units have been added to your curriculum as a result of your summer experience?

8. Can you pinpoint one specific thing you are doing in your program that you consider the greatest benefit derived from the summer workshop?

9. Are there any materials you would like to give me which might be helpful to other distributive education personnel?

10. How have you used the project method in your classes? (kinds of projects, use of those developed in the workshop, any other comments.)

11. Additional comments.

sample letter to employers requesting cooperation:

May 10, 1966

Mr. James Watson, President
Red Owl Stores
215 Excelsior Avenue
Hopkins, Minnesota

Dear Mr. Watson:

Mr. Lee Boyan of Stevens-Davis Company has suggested that we contact you regarding our mutual interest in improving the training of marketing, merchandising, and sales personnel. The Distributive Education department in the College of Education at the University of Minnesota shares this interest because we help to prepare teachers who will train people for careers in marketing and merchandising. An important phase of the teacher's preparation is his knowledge and practical experiences in sales, marketing and merchandising, which we refer to as distributive occupations.

The University is sponsoring a training program this summer to improve the teachers' knowledge of distributive careers. We are seeking the cooperation of local firms where the teachers may observe and analyze the occupations for which they train students in high schools, junior colleges, and Area Technical-Vocational Schools.

Within the next few weeks a member of our staff will telephone to make an appointment to discuss this with you. We hope you will agree that "we need each other." Enclosed is a brochure describing our pilot training program.

Yours very truly,

Warren G. Meyer, Associate Professor
Distributive Education

WGM/mkp/gg

Enclosure: Descriptive Brochure

sample letter to cooperating firm.

June 17, 1966

Mr. John Smith
Smith Company
2101 Hennepin Avenue N.E.
Minneapolis, Minnesota

Dear Mr. Smith:

This past week at the University we have met with the teachers who are coming to your firm to get some first-hand experience with business operation and occupations in marketing and distribution. They were greatly surprised and pleased with the interest you have shown in this program. The response that we had from Twin City businesses is evidence of your interest in education. When we make our final repott, the outcomes will reflect this fine contribution on your part. The experiences of the teachers will enrich their instruction and contribute to better training for young people who will enter sales and marketing careers.

Thank you for cooperating in Pilot Training Project Based on Directed Occupational Experience for Teachers of Marketing and Distribution.

Yours very truly,

Mary K. Klaurens
Instructor
Distributive Education

MKK:gg

Dear

The teachers have completed the "Pilot Training Project Based on Directed Occupational Experience for Teachers of Marketing and Distribution." We are extremely well satisfied with the outcomes of the project. The participants in the project were impressed with the cooperation and attention they received from the businesses in which they received experience. The employees with whom the teachers had contact were very helpful and gave the teachers much insight into the occupations they were studying. Your part in the project is a valuable contribution to the field of Distributive Education.

The participants met in seminar groups the final week and developed instructional materials that they will use in their classrooms next fall. The young people whom they teach will have the benefit of their teacher's realistic perception of how business operates. The teachers will be visited by the University staff next year to determine how this new knowledge will be put into practice.

As we prepare our final reports on the project we hope to share some of the information with you. Mr. Ashmun and Miss Klaurens are presently calling on employers to get an evaluation of the project from the cooperating firm's point of view, and to obtain suggestions for similar-type projects.

Thank you for helping to make the project successful.

Yours very truly,

Warren G. Meyer
Associate Professor
Distributive Education

WGM:sg

Dear

When Mary Klaurens called on me to say a few parting words on the last Friday morning of our institute sessions, I felt that anything profound at that point was inappropriate, so all I did was wish you a pleasant vacation. Now I would like to again wish you a pleasant summer and express a few thoughts about phase I and phase II of the pilot training program.

We were fortunate in having such a fine group of participants. The way you people cooperated contributed greatly to our achievement. This truly is a top group of distributive educators and now that we know one another better and have a good start we can achieve even more throughout the year and during phase II next summer. As you know, we are being looked upon by the whole nation in our field and hope to recommend improvements in distributive teacher education which may transfer to the total vocational education field.

As you know, you will be visited by Mary Klaurens, Dick Ashmun or me sometime before March 1967. At that time one of our primary purposes will be to find out what you have done differently in your program by way of content, methods, coordination procedures and the like. We would like you to keep track of these things as they happen because if you let them go until the visit, memory is perishable and we may miss some of the most important outcomes. Let us hear from you as you make changes, so that we can pass along to you some of the outstanding ideas while there is still time to make use of them. We hope to check with you periodically, and we are confident that you will respond. The business firms with which you worked are very interested in knowing about the outcomes of this aspect of the program.

We are now busy with the preparation of phase II of the pilot training project. Mary, Dick, Dr. Tennyson and I are excited about the potential outcomes for next year. Our present plans are to have a demonstration class of students who have just graduated from high school taught by an outstanding DE teacher coordinator so that the outcomes of phase I can be implemented. Each of you would be assigned to one of these students and given the opportunity to try out some of the things you learned this summer. What do you think of the idea?

Will tell you more about the phase II later. Incidentally, for those of you who are working on degrees, our plan is to have phase II course credit given in the field of educational psychology in order to keep your advanced degree program in balance.

May we hear from you occasionally? Best wishes for a rewarding school year.

Sincerely yours,

Warren G. Meyer
Project Director

UNIVERSITY OF MINNESOTA

College of Education · Minneapolis, Minnesota 55455

NEWS RELEASE

DISTRIBUTIVE EDUCATION TEACHER STUDIES BUSINESS FIRSTHAND

Mrs.
Miss
Mr. ______________________________ the ______________________________

at ____ is participating in a University of Minnesota project providing on-the-job training and experience in sales and marketing firms. Thirty upper Midwest teachers were selected to work in Metropolitan Twin City firms, where they will gain insight into new developments in marketing and distribution. The occupational experience is combined with tuition-free graduate study at the University. Retailers, wholesalers, and industrial firms have welcomed this opportunity to work with teachers to improve training for careers in distribution.

Miss
Mrs.
Mr. ____ will have many first-hand experiences to bring to his classes when school resumes in the fall.

Release by Warren G. Meyer, Associate Professor
of Distributive Education, College-of-Education